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ABSTRACT

Initial Teacher Training (ITT) has always been a partnership between schools and higher education. In recent years the relationship has been redefined into a more formal and contractual one, in which the school plays a far greater role than ever before. Improvement of partnerships between schools and higher education institutions for the preservice training of language teachers is discussed. The context is that of teacher training in the United Kingdom, but the principles are applicable in other national contexts. Five authors examine systematically some of the aspects of this partnership. Five authors trace the passage from aspiring teacher trainee to trained, but still developing, professional, and examine what the respective training partners (school and higher education institution) can best offer the trainee in knowledge, skills, and understanding. Chapters include: "What?...: Profiling Competence" (Michael Grenfell); "Where?...: Establishing the Framework for Partnership--Principles and Practice" (Valerie Stone); "How?...: How Trainers Can Help Trainees Achieve Competence" (Barry Jones); "Who?...: Partners are People--Relationships in Partnership Schemes" (Vee Harris); and "Whither?...: The First Year in Teaching" (Ewen Bird). A glossary and an eight-item bibliography are included. (MSE)

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a guide to school-based initial teacher training
in modern languages

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by Ewen Bird, Mike Grenfell, Vee Harris,
Barry Jones and Valerie Stone

edited by John Thorogood

Partners

**A guide to school-based initial teacher training
in modern languages**

*by Ewen Bird,
Mike Grenfell, Vee Harris,
Barry Jones and Valerie Stone*

edited by John Thorogood

CⁱLT

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PARTNERSHIP

A partnership should evolve through a continuous process of monitoring, evaluation and revision by all concerned. It requires a constant dialogue where theory and practice can inform each other, and should be based on:

- an agreed set of principles about how the trainee learns and is most effectively supported
- a rationale for the distinctive contribution of each partner
- joint planning and teaching of the training programme
- shared selection of trainees and their assessment
- a sense of common ownership and responsibility
- mutual respect between partners

Partners are people!

Introduction

by John Thorogood

Initial Teacher Training (ITT) has always been a partnership between schools and higher education. In recent years this often rather loose relationship has been redefined into a more formal and contractual affair, in which the school plays a far greater role than ever before. This has come about partly because of the government's unease about the role of higher education institutes and its desire to emphasise the practical rather than what it perceived as the theoretical aspects of teacher training. It is also, in fact, a reflection of a trend in ITT itself - most existing schemes already entail students spending at least 50% of their time in school and many have evolved detailed partnership arrangements to ensure that this time is used to its best effect.

It is not our intention here to explain the detail of the government's legislation on this issue. In any case, as we go to press many issues are still to be resolved and - as with all change - it will undoubtedly take some time for the desires of the legislators to be reflected in the real world. The basic orientation of the new arrangements is set out in Circulars 9/92 (England) and 35/92 (Wales) which emphasise the major part which schools will henceforward play in the training process. It is taken further by the most recent official statement on the question, *The government's proposals for the reform of initial teacher training* (September 1993)*

The government wishes ... to make a reality of the concept of teacher training as a partnership between schools and higher education. It is important that practising teachers should play a full part ...

* Circulars 9/92 and 35/92 are summarised in *A note of guidance from the Council for the Accreditation of Teacher Education* (November 1992)

The government's proposals for the reform of initial teacher training (DFE September 1993)

In other words, partnership should be seen as a real partnership in which schools play a real training role. It does not simply mean a kind of extended teaching practice. A key question to be addressed is thus the nature of the relationship between school and higher education and the roles and strengths of each in the training process.

It is also intended that schools may if they wish play the leading role in this process, even - through the proposed new Teacher Training Agency - taking full responsibility for courses.

Schools must have an appropriate share of the resources which are made available for initial teacher training

schools should not only act as full partners with higher education institutions, but should also be able, if they wish, to play the leading role in planning and providing courses.

However this works in practice, it clearly raises the central need for us to understand the present and potential role of schools in the training process, and in particular the preparation and support of mentors in school-based programmes.

When the dust settles it is likely that a whole range of training models will be developed, ranging from almost exclusively school-based training through to arrangements which differ very little from much existing practice. Nor can one exclude the possibility of further legislation or revision of existing proposals. One thing, however, remains as certain as anything can be. For a range of reasons, good and bad, soundly based and superficial, partnership between school and higher education is at the centre of the teacher training agenda.

Now is the time for schools and higher education institutes to develop trust and respect for each other's training potential, a time to identify and learn from each other's strengths in a collaborative venture from which will emerge the new generations of language teacher.

The five contributors, with considerable experience of the relationship between the HEI and the school, examine systematically some important aspects of this partnership.

Under the headings **What?... Where?... How?... Who?... and Whither?...** the book traces the passage from aspiring trainee teacher to trained, but still-developing professional, considering what the respective training partners can best offer the developing trainee by way of knowledge, skills and understanding.

- **What** are we looking for in the newly-qualified teacher? This chapter deals with **profiling the typically competent entrant** to the profession, for without a set of aims, how can we proceed with a training programme? Here, as in other chapters, the concept of the competent teacher as a 'reflective practitioner' characterises good theory and good practice as interdependent and complementary, rather than in conflict with each other.
- **Where** do we provide the best environment for training opportunities to be given? **In the school or in the HEI?** Neither has a monopoly of wisdom or facilities and it is certainly a mistake to suppose that 'school = practice' and 'college = theory', but there are undoubtedly aspects of the training process which are more effectively provided by the one or the other. However, neither side of the partnership will be properly committed to the shared responsibility if the rationale and the organisation of the process are seen to be imposed by the other.
- **How** are trainees best helped to achieve the characteristics of competence? This chapter is particularly concerned with the contributions which members of the partnership can make to the training. It explains the importance of each of the trainers having an agreed function so that effective counselling and assessment of trainees takes place and supports their continuing development.
- **Who** is involved in the process? We examine here the delicately interactive **relationships of trainee, mentor and tutor**, emphasising that the preparation for an essentially person-centred profession is itself closely bound up with human relationships.
- In the last chapter, we ask **Whither?...** because we do not see the training process as ending with the achievement of NQT status. Responsibility for the **continuing in-service training and support** of the practising teacher is discussed from the point of view of the school and the LEA.

Each chapter broadly follows a three-part structure in which the title theme is developed, illustrations are provided which are drawn from practice, and the reader is invited to reflect on aspects of the illustrations, suggesting solutions or passing comment.

The illustrations fall into two main categories.

Some are simulated 'case studies', drawn from the eclectic experience of the author and authentically portraying the progress of individuals or interacting groups of participants in the ITT process. They are examples, neither of total success, nor of abject failure but invite the reader's judgement as to whether, and if so, why, they were likely to succeed.

Other illustrations are examples of existing schemes or models derived from them. They are not offered as the ultimate in good planning but should be seen for what they are, as honest attempts at meeting users' needs and a basis for discussion. Deciding how to adapt them flexibly to meet the needs of your own partnership is a more useful thinking exercise than trying to distort your own aims to fit someone else's framework.

Many illustrations are integrated with the chapters they serve, but additional examples of documents and schemes are to be found in the Appendices. A Glossary of recurring terms is included, both to explain new concepts, systems and bodies which are entering the ITT field, and to clarify cases in which several terms are current.

This book is addressed not only to initial teacher trainers but to head teachers and their deputies, to heads of language departments and/or mentors in those departments - indeed to anyone with an interest in the school's role as a partner in the training of tomorrow's modern language teachers.

Although the book focuses on the training of language teachers, it is hard to analyse such training without reference to qualities and processes which apply to the training of teachers in general. It is therefore hoped that teachers of other subjects will equally benefit from thinking about the issues raised by the authors.

What... ?

CHAPTER 1

Profiling competence

by Michael Grenfell

The good teacher

What makes a 'good' language teacher? How we answer this question has important implications for the nature and structure of teacher training. If we see language teaching as a narrow set of skills and technical operations, the roles and responsibilities of participants in the training process will be restricted. If we try to capture the complexity of teaching, it becomes clear that training is a partnership of all concerned. Whatever popular opinion may have been with regard to answering my opening question, recent government policy pronouncements now require ITT institutions, schools and students to adopt a competence model of teaching throughout the whole period of initial training. Clear criteria for these competences are to be identified against which trainee teachers should be assessed:

The progressive developments of these competences should be monitored regularly during initial training.

(DFE 9/92)

In fact, certain ITT institutions have been developing such profiles of teacher competences for some time now. This chapter explores some of the issues surrounding a profile framework for teacher training.

What follows is an imaginary case study of a failing student. It will help to set a context for the features and potential of profiling. It would be naive to suggest that a profile could have solved the difficulties, but an extreme case like this may serve to highlight the contribution the process of profiling could make.

Alex

Alex joined the training course after working for some years as a bilingual secretary. She was a native Spanish speaker. In many ways she was an extremely gifted woman; she was a writer and a potter. Throughout the initial period of training she was a conscientious and punctual student. The group she joined worked through various routines for communicative language teaching with the tutor; developing lesson planning and practising reading, writing, speaking and listening activities. Throughout all this time, she took an intellectually critical view of the methods on which the group worked. She agreed that language learning was about speaking, but remained convinced that the best way of achieving this was through learning grammar. Her favourite quote was that she had learnt Latin and this had enabled her to learn any language as she just applied the same rules.

Her teaching practice placement was in a traditional school. Here, she had immediate problems. The smallest disciplinary incident in very sedate groups of pupils was seen by her as a catastrophe. The school immediately expressed concern about her. A number of visits by various school and institution staff were undertaken. Her main problem was seen as organisation. She did not have coherent lesson plans, and even when these were developed with her, she failed to apply them. There was lots of 'now do page 67', without, seemingly, any preparation, explanation or feedback. When she used tapes, it was always for straight comprehension exercises; sometimes she would leave one playing while the group got on with other work. Her use of equipment was extremely poor; she would constantly put the tape in the wrong way, lose her place, or drop flashcards. A typical lesson was based on identifying towns from flashcards. Of course, from the back of the classroom, one skyline looked pretty much like another. This she failed to anticipate or notice. Often pupils were left to take the initiative once they had finished, offering to do extra exercises. There were also many errors in her French and German; both written and spoken. Counselling her was extremely difficult. She could not see her problems and, even when they were explicitly pointed out to her during discussions, she failed to alter her practice. She felt that many of her problems were temporary and that the school was at fault for not giving her a clear example of ideal class management or methodology. Her work at the training institution had been reasonable, but she seemed to have forgotten most of the sessions on lesson planning, classroom activities, etc. Eventually, after complaints from the department and parents, she agreed to withdraw, but still claimed that her problems were not that serious. One noticeable problem was her relationship with the school department. They understandably wanted to give her maximum support and encouragement. They were, therefore, supportive and uncritical in one-to-one dealings with her, whilst at the same time expressing grave concern to her tutors about her potential and work, and the effect on the classes she taught. She was, therefore, getting contradictory messages, with the school

being quite positive and the institution being negative. Even when she withdrew, the school expressed their sympathy to her, suggesting she should at least finish the term. This was the opposite of the view they had offered the institution.



It is foolish to suggest that profiling alone could have significantly changed the outcome for Alex, but explicit criteria agreed between school and institution, and available to the student, could offer a robust framework for negotiation in cases such as this. For example:

1

Alex might have seen from the beginning that questioning her assumptions about the role of grammar was not just an interesting intellectual exercise to be carried out in seminar discussions. Rather, it was essential that she take some account of communicative methodology if she was to succeed in teaching a modern language. If students know from the outset what criteria are used to frame critical decisions (pass/fail), they can, throughout the course, develop their understanding of how to realise in practice their understanding of those criteria.

2

She might have been more open to the support and counselling she was offered, if she could have related this directly to explicit statements of assessment criteria.

3

The counselling for both tutor and school staff might have been more effective if they had been able to refer to clear, agreed criteria which somehow stood 'outside' the personal relationship with the student.

4

School staff might have felt more able to present their case directly to the student, had the profile been drawn up as the result of collaboration between themselves, other schools and the tutor. Such collaboration aims to ensure a common broad consensus on what constitutes 'good' practice in language teaching and could have allowed the school to feel more confident in communicating their judgements.

Finally, although Alex did not become a teacher, many successful students have areas of weakness. The process of profiling can serve to present these to students in a supportive context and thus allow them to identify where to focus their efforts to develop their classroom competence. This is particularly important when students are considering where they are going to need most support in their first post.

However persuasive the arguments for establishing a profile, the process itself is far from easy. It necessarily returns us to addressing the original question: what makes a good language teacher?, but this time in collaboration with all those involved in training.

We have all met excellent teachers who seemingly charm pupils into learning with apparently hardly any effort at all. Others equip themselves with every sort of audio-visual aid and active, creative task only to flounder for reasons which are difficult to identify. Yet to conclude that it is all a mystery, and that whatever works is right, is to ignore as supposedly irrelevant what we do know about the processes of effective classroom teaching, training and how we can provide experiences which facilitate professional development. It is relatively easy to identify broad category headings such as:

- *Subject knowledge*
- *Subject application*
- *Class management*
- *Assessment and recording of pupils' progress*
- *Future professional development*

(DES 9/92)

There are many questions that emerge, however, once we begin to consider this list in detail.

- Exactly what is being profiled? The competences of a student after one term, two terms, a one-year course, or of a teacher after ten years' experience? Is the profile an ideal picture we hope all students will continue to work towards throughout their professional life, or a statement of where the 'average' student should be after a year?
- Are there some competences that are general to all subjects (for example, classroom management) and some that apply only to modern languages (making effective use of flashcards, audio playback, information gap activities, etc)?

- Are some competences more important than others for certain students, or should all students at least know the parameters and the broad outline of the entire jigsaw puzzle from the word go?
- How is it possible to frame a profile in such a way that it acknowledges a stage where students may be aware of the importance of such issues as special needs, equal opportunities, or more autonomous techniques in language teaching, but are still struggling to put them into practice in the classroom?
- There are clearly different sorts of competences in some skill areas; for example, audiovisual aids must not only be operated fluently but applied appropriately. If trainees are to generate their own ideas, they must understand why they are doing what they are doing. Good training is about trainees making ideas their own by understanding them and then putting them into practice, not simply trying to emulate others' success.
- Do we list these competences (technical skills, understanding, ability to put into practice) under separate headings, or try to bring them together in a more holistic statement of competence?

It is clear that profiling is an attempt to develop a shared framework for the practical learning experiences and assessment of trainees in collaboration with mentors and HEI tutors. In this, the connection between theory and practice, along with their relative status and interpretation, is vitally important.

Theory and practice

A major debate in all literature on teacher education is the link and balance between theory and practice. It is evident that the two are not so much mutually exclusive as intimately complementary. However, the terms themselves can be problematic. We might say that it is impossible to 'practise' without theory; clearly no trainee should go into a classroom without some rationale, however simply expressed, for what he or she is going to do. Belief in what is about to happen, how that has been planned, and the reasoning behind it are crucial elements in enhancing professional confidence. On the other hand, it is unlikely that everything for a trainee is going to go according to plan. In a sense, this is true of all teaching situations. It is a good teacher who can take the unexpected and use it to enhance what is being learnt. This is not easy for a trainee. Nevertheless, experience is all important. Things happen quickly in the classroom. Slowly, and with experience, trainee teachers learn by mistakes, learn what works for them and what does not, learn what it is useful to notice. Much of this will be seemingly unconscious and spontaneous, though in reality often the product of reflection on experience.

This reflection is reinforced by the possibility of discussion of the sometimes painful thoughts and feelings provoked by classroom incidents. Through discussion, these incidents begin to be viewed objectively and their associated problems identified. Simply talking about what happened begins the cycle of reflection and adaptation so important to becoming an effective teacher; what has been called the 'reflective practitioner'. Discussions with teacher colleagues, fellow trainees and institutions' specialists should feed back directly into shaping what happens in subsequent language lessons. At the same time, as these discussions point in the direction of future practice, they should also direct attention back to the theories and principles on which the planned activities were based.

Beyond such educational principles or theories, we may locate the 'parent' disciplines of psychology, sociology, applied linguistics, etc. But it is unlikely that these need to be made explicit during the process of initial teacher training. This will certainly be desirable later on in the trainee's career, when continual professional development leads him or her to further studies in a particular chosen field; for example, on MA courses. For the first stage of professional training, though, it is essential that the connections between practice, articulation and discussion of experience, and educational theories and principles are developed as two-way processes.

The links between theory and practice will become less problematic if those involved in training consider the processes by which trainees can gain practical experience, reflect on it, undertake subsequent classroom activities and relate these to guiding principles or theories. This is the real intent behind the term 'the reflective practitioner'. This process is not short lived but is the beginning of training for the whole of professional life.

As these questions and issues are addressed, it becomes clear that profiling is an important tool in making explicit to students the nature of the inseparability of theory and practice. The profile is not simply a 'bolt-on' addition to training, or a strait-jacket that overly inhibits students. Rather, when used at its best, it becomes the central core of learning to teach, around which students assess themselves and are assessed during the training process.

The relationship between the profile as a process of training - one which allows students to reflect positively on their own progress and set themselves future targets - and the profile as an assessment tool on which final decisions will be made, is therefore crucial.

What are the implications then of this view of training and professional development of teachers for the profile? It is possible to tease out some guiding principles.

1

A profile can convey a sense of the beginning of a long journey rather than a 'hurdle' to be jumped over at the end of one year in order to pass. It is important that the profile is presented in such a way that it does not appear to be a discouraging list of requirements that are impossible to achieve.

2

In order to make that journey not appear too daunting, it is helpful to break it up in some way:

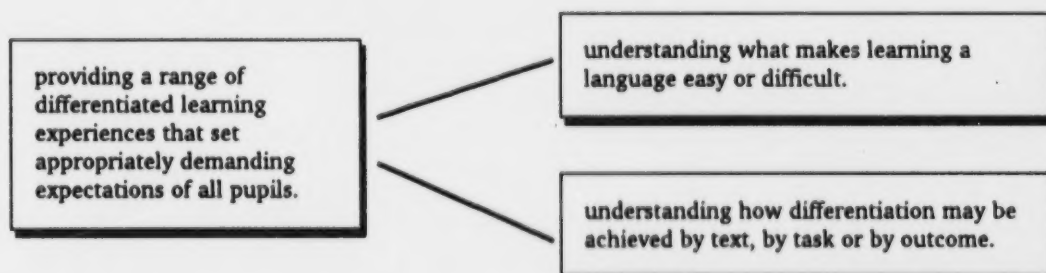
- by indicating certain broad 'bottom lines';
- by suggesting (or inviting students to suggest) priorities for each term;
- by separating knowledge/awareness of problems from classroom strategies used to solve them.

The extract (page 13) from Manchester Metropolitan University School of Education shows a possible approach to this process.

3

The profile should seek to move beyond the observable to capture the 'why?'. For example, the following statement concerning differentiation as a means of involving all pupils in lessons covers not just visible behaviour in the classroom but also the understandings and insights that lie behind it.

The active and purposeful involvement of all pupils can be ensured by:



4

A profile can be a catalyst (as in the above example) which helps students to make the link between general principles of effective teaching and learning, and their application in their own subject area. The statements on the right, for example, will be different according to whether the subject is maths, drama, etc.

5

Profiling can encourage and develop the ability and willingness to reflect on one's own practice, to reach informed and thoughtful personal choices on key issues, to seek out and listen to advice and to further one's own professional development.

PGCE Secondary Course Professional Development Portfolio

Title	Student			
EQUAL OPPORTUNITIES: Education Against Discrimination, based on race, sex, physical disability, sexual orientation, etc.				
A. Knowledge / Skills	Evidence	Signature		
1. Aware of the issues and effects of racism and sexism in education. 2. Aware of other potentially discriminatory factors (ie. disability, sexual orientation etc.). 3. Ability to identify stereotyping and bias in teaching materials. 4. Knowledge of appropriate and up-to-date sources of information and research in equal opportunities issues.	eg. School Day Assignment Recorded school policy and observed and analysed teacher expectations (see pages 6 and 8 of Assignment) Third Term Option on Antiracist and Multicultural Education Critique of text book content on 2nd TP. (See Curriculum Development Exercise, p.5) eg. School Day Assignment Read Burtar: "Girls into Mathematics" (see Individual Differences Assignment, p.10)	Race	Gender	Other
		(Tutor)		
		(Tutor)		
B. Application / Experience	Evidence	Signature		
1. Developed subject - specific materials which demonstrate the knowledge and awareness of the issues in A. 2. Attempt to combat racism, sexism and other forms of prejudice in the school context. 3. Promoted non-sexist, anti-racist behaviour, language and interaction in school contexts.	Modification of material reviewed in school (A3 above) (see Curriculum Development Exercise, p.6) Dealt with incident involving religious prejudice in 1st TP school (see TP file class 10Z 10/12/91) With help of teacher-observer, monitored number of interaction with boys and girls in my lessons. Attempted to redress balance (see TP file 24/3/92 and 31/3/92)	Race	Gender	Other
		(Tutor)		
		(Teacher or TP supervisor)		
		(Teacher)		

6

In this spirit, it becomes impossible to record students' progress in terms of a simple tick in a box. Whatever the exact format used (diary, grids etc), there must be time and space for students' own comments and tutors'/mentors' responses to them.

7

It is therefore important that time be set aside for work on an individual's profile. This is best done after open discussion and reflection among students, tutors and mentors.

Training for life

Entrants into teacher training come from many walks of life. Some are new graduates fresh from studying language at university, others may be changing career, returning to work after raising a family, or coming home to the UK after living abroad. Some are native speakers of the foreign language, others are extremely rusty and lack confidence about their current linguistic ability. Each is an individual, and has strengths and weaknesses, expectations and aspirations. Our task as tutors and mentors is to work together to take each from their own particular starting point and to help them develop their full potential. They can benefit from different learning experiences, support and guidance. All will find the process of learning to teach challenging, possibly uncomfortable and at times painful. Teaching often seems like learning to drive a car. To begin with we have to think and plan everything we do, and carry out manoeuvres at an alarmingly slow pace. But we speed up after only a little experience, and eventually carry out most operations without a second thought. This leaves more mental space to watch out for what is happening on the road. We cannot get into a car without some idea of how it works, and we must plan what we do in the context of what other drivers are going to do. Experience teaches us what to look out for, where we can make short cuts, what to do when things go wrong. Some 'drivers' go on to do their own maintenance, to learn more about the car itself and its workings. Others are happy to let others do the servicing for them, but no-one gets away with total ignorance of where the petrol goes. Language teaching shares many of these characteristics. There is a minimum set of teaching skills needed to maintain 'safety' in the classroom. There are identifiable characteristics of good teaching. We can visualise the ideal newly qualified modern languages teacher, while respecting individuality of style, and ensure that whatever their starting point they are clear about the road ahead. (See pages 9 and 58, and for pupils' views of a good teacher, page 65) Profiling, whilst not in itself resolving the difficulties inherent in training teachers can provide a serviceable tool to our progress on the journey towards good practice.

Things to think about

Sheila

Sheila joined the course as a mature student. She was in her mid thirties and had spent the previous twelve years bringing up a family of three. She was highly intelligent and keen to give her best on the course. She was articulate and readily joined in all discussions and debates on the various teaching approaches. She tended to be sympathetic but wary of modern 'communicative' methods and took great delight in hypothesising possible outcomes in classes using different styles. Her problems came as soon as she started teaching. She was quite happy going into classes, observing others and then discussing the pros and cons of what had occurred. However, as soon as it was her turn to teach, she rather froze in front of the class. Her main problem was discipline and she had great difficulty imposing herself on a group of pupils. Her school department was pleasant and supportive but unaccustomed to more modern techniques in language teaching. They did get good results, though, as Sheila pointed out to justify her choice in adopting the school's grammar/translation method rather than the approach we had worked on at the institution. Even using this methodology she was unable to hold classes' attention and tended to go around and tell each table what she wanted. Her language skills were also rusty, which undermined her confidence in using the target language in the classroom. She did show that she could plan coherent lessons, make materials and manage learning situations. She therefore passed. Her feelings toward teaching, however, became rather negative and she lost the enthusiasm for the job. As she said: *'I think I'm better at doing myself, rather than organising others into doing.'* The school liked her, however, and considered her progressive. She even gave some INSET talks on the school's training days. Eventually, the school offered her a post which she accepted.

Now ...

1. Create a profile that would take account of Sheila's strengths and weaknesses.
2. How would you assess her according to these criteria?
3. What programme of support could you design for her?

Where... ?

CHAPTER 2

Establishing the framework for partnership - principles and practice

by Valerie Stone

Background

The planning and management of training courses should be the shared responsibility of higher education institutions and schools in partnership.

This aim of initial teacher training, embodied in the recent CATE document (DFE 9/92) represents the formalising and the broadening of a trend which has been gaining ground and support amongst teacher educators and schools over the past decade. Extensive and well developed partnerships with schools have evolved over several years. There is a continuum of individual schemes, ranging from the 'root and branch' approach of, for example, the *Oxford Internship model* (see pages 26/27), to the more modest piloting of teacher-supervisor arrangements for monitoring and assessing student teaching practice. Although critical of the original suggestion of an 80/20 divide (local evaluations of the articulated teachers' scheme did not indicate support for this arrangement), the profession as a whole generally welcomes the greater sharing of responsibility.

There have been a number of organisational and educational developments in teacher education which will both influence and facilitate the establishment of partnership between schools and HE institutions, not least because many have grown out of changes originating in the school sector. Mention has already been made of the range of experiments in partnership agreements. In addition, we are seeing:

- the notion of progression in teacher training, from the pre-ITT phase, through ITT, to induction and on to INSET;
- the shift in emphasis from input to outcome criteria. All participants know the goals and there are no prescribed routes to their achievement;

- the move to profiling of teaching competences, with its implication for induction, parallelling Records of Achievement in schools;
- the acknowledgement of student and teacher as 'reflective practitioners', able to analyse, evaluate and modify their own conduct and to make independent, informed choices in school and classroom. (There is only oblique reference to this in CATE 9/92.)

However much progress has been made in recent years, schools and institutions are still grappling with a number of issues, both of principle and practice.

Issues of partnership

- Is the partnership with a school or with a subject department? If with the school, what are the implications of an uninspired language department? **PARTNERSHIP WITH WHOM?**
- Is the mentor a central mentor, covering issues such as special needs, cross-curricular work, the development of IT competences, pastoral care, etc, or is there a subject mentor, dealing with the practical aspects of lesson planning, using the target language, or devising materials and resources?
- Is the trainee's time in school spent primarily working within the modern languages department or with a wider brief? Is it possible to have both?
- What are the logistics of any one school taking pairs of modern language (geography, science) students? What are the logistics of the overcrowded staffroom?
- What is the potential effect on the pupils if many of their classes are taught by students?
- If there is a central mentor, where does her loyalty lie - with the student or with the staff in the languages department?
- What is the 'best pattern' for school-based experience: block times in autumn/spring and summer terms? One/two days per week over the whole year? When should they start? **PARTNERSHIP WHEN?**
- Is there a conflict between trying to ensure that students have early experience of two schools, and trying to build up their confidence and competence gradually in one school? What is easier for the school, and does this necessarily mean that this is also better for the student?

**PARTNERSHIP
HOW?**

- How is partnership to be properly resourced? Are there certain 'bottom lines' in terms of the number of hours per week which the mentor should devote to the students? How is this space to be created on the timetable?
- How should that time be properly structured to maximise its use?

**PARTNERSHIP
WHERE?**

What should happen in school? Is it to be primarily practical experience, or should both HE and school encourage links between theory and practice? How do we ensure that what happens in school complements work in the institution, and vice versa? The nature of stereotypical ITT courses - time in HE followed by block teaching practice and further time in HE - has led some to believe that theory and practice are only marginally related. Value judgements are sometimes made that practice is more important than theory, that theory relates to academic research alone and that much has to be 'unlearned' once the trainee steps into the 'real' world of the classroom. Teacher educators have, in the past, not always succeeded in putting theory into its proper context for their students. Time spent reflecting on factors influencing children's learning is sometimes viewed by trainees as less profitable than the more immediate benefits of learning how to use flashcards, creating language games, setting up role-playing activities - skills which are more quickly transferable to the classroom. And yet, students need to be exposed to more than a 'lucky bag' of useful language teaching techniques. Without the development of a principled framework for using such techniques, practitioners will be swept along by each new trend.

While it is not possible to prescribe one ideal model that will suit all schools and all situations, it may be helpful to try to identify a number of guiding principles to inform decision making.

Principles

Individual partnerships and courses should:

- grow organically from structures and arrangements which are already in place and which reflect local needs and situations.
- evolve through a continuous process of monitoring, evaluation and revision by all concerned in the partnership.
- be based on a principle of shared ownership and responsibility for all aspects of teacher education, and not simply for school-based work, i.e.
 - the selection of students;
 - the planning of the whole course, both in the institution and in the school, so that each part complements the other;
 - the teaching of the course;
 - the assessment of students.

- not be concerned simply with teaching students, but should be of benefit to all parties, so that:
 - mentors will benefit professionally from mentor preparation and from the execution of their roles, as a process of staff development;
 - schools will benefit from the influx of trainees, requiring the teachers in the schools to work alongside them, thus enhancing induction and INSET. Here, practical classroom ideas emanating from an ITT institution are seen by schools to be beneficial to themselves as practising teachers;
 - tutors will fulfil the 'recent and relevant' requirements* in contexts with which they are closely familiar;
 - pupils will gain by the delivery of 'state of the art' teaching methods by trainees and teacher mentors.
- be more than an organisational strategy. It should be undertaken on the basis that both partners will have reached (or will be willing to work toward):
 - a shared notion of 'good practice', both within subject areas and in general educational policy;
 - a shared understanding of teacher education, based on the notion of gradual and supported introduction to teaching, and the notion of teaching as reflective practice.
- acknowledge that such a common view may take time and patience to achieve.
- accept that central to achieving that common view will be a sense that each partner shares the responsibility for both theory and practice. Each needs to make the principles explicit, so that the student can create her own framework for reflection, action and personal development.

HE/school collaboration, together with more time spent in schools, will offer new opportunities for students to experience the interactive nature of theory and practice and to develop a conceptual framework for themselves. The reflective practitioner, whether student, experienced teacher or ITT tutor, must first grasp

'Individual partnerships and courses should grow organically...'



* This refers to the statutory requirement for all teacher trainers to arrange their own classroom experience.

the principle of the nature of the interaction between theory and practice, namely that all approaches/ methods/techniques - whether more traditional or the latest trend - are only viable and valid within the practitioner's individual working context. Direct answers arising from classroom teaching (effective sequencing, differentiated activities, how to correct errors) can only be found in that classroom, but must be based on a broad set of principles grounded in theory. The classroom produces the questions and is also the area where solutions are trialled and evaluated. The institution offers opportunities for providing a theoretical base and discussing the classroom reality.

FROM PRINCIPLES TO PRACTICE

Whilst the relationship between theory and practice needs to be constantly dynamic, there is no denying that there are certain logistical constraints on what the school and the ITT institution can offer, and differences of experience between the partners. This will have some implications for what is best done where.

Individual contributions of the partners

Clearly there are certain very specific contributions which can only be made by one particular partner.

Higher education offers:

- access to a broad range of teaching materials and research through libraries and tutors;
- other large scale resources, such as IT facilities;
- foreign language maintenance, through assistant(e)s and peers, and possibly the opportunity to learn another language;
- peer support and discussion;
- opportunities to stand back from school experience and reflect upon it, and to extend that experience through listening to trainees who have worked in other schools;
- systematic coverage of a wide range of subject-specific and general issues which form the basis of seminars and informed discussion.

The school offers:

- the opportunity to observe and teach 'real' pupils;
- collaborative planning with teachers who know pupils and classes well;
- the opportunity to work in a specific context, rather than in a vacuum;
- a rounded school experience, where parents, the local community and the pastoral welfare of pupils are real factors, rather than the subjects of case study exercises;
- the experience of a school's ethos;
- the need to work out professional relationships in situ;
- an opportunity for action research.

Experiences from the second category will have been planned for, imagined, discussed and role-played in the institution, but only the school situation can offer a real opportunity to translate them into practice.

A consideration of the strengths of each specific location may simply reinforce the theory/practice divide. It is, therefore, important for ITT institutions to look towards integrating practice into theory, and schools to look towards integrating theory into practice.

Traditionally, and now well in the past, input came from lectures and prescribed reading and was then taken into classrooms and practised. This process has been broken down over a number of years. Those involved in teacher training have acknowledged that a broad variety of input is vital, not merely to suit the needs of individual students, but also to offer a model of methods, approaches and classroom organisation that we would expect to see them use in their own classroom practice. Tutors are familiar with a range of activities which help students to understand, learn, plan, practise, achieve:

ITT institutions

- Observation
 - from video;
 - of teachers in school;
 - of tutors, in the institution or in school;
 - of peers.
- Prescribed reading.
- Lectures, seminars, tutorials in the institution.
- Supported self study tasks, individually, in pairs, in groups.
- Micro teaching in the institution
 - playing the role of the teacher;
 - for real (e.g. teaching another language/IT/or other skills to peers).
- Practical workshop activities
(e.g. creating modern language materials/language activities).
- Discussions
(with tutors, teachers, peers, others in a school related situation).
- Language maintenance/learning a new language.

Whatever the activity, teacher educators need to ensure that theory - whether linguistic or general educational - is presented to students in such a way that it enables them to make links with their own observation and classroom practice. Initially, the links need to be made very explicit - through discussion, and workshop activities, through trying out and evaluating practical ideas. As students gain in experience of the classroom, supporting their observations with reading and discussions, they need to be shown that their teaching and learning is a two-way process. What they take from the ITT course can be directly related to the classroom, and they can also begin to pull out general principles from their specific day-to-day school experiences. An understanding

of the cyclical nature of the process should become the basis of all student thinking, planning, practice and evaluation.

Schools

It is not simply teaching together, but working through the whole process of planning and evaluating lessons which provides the subject mentor, ITT tutor and trainee with a context for extrapolating principles. Through programmes of mentor preparation and INSET, teachers who have themselves closed the gap between theory and practice in their everyday classroom activity, will be enabled to stand back and reflect on their own teaching. With these opportunities they are in a prime position to help students to apply theory to practice and take theory from practice, with the goal of formulating a personal framework for the teaching and learning process. There is a dearth of accessible research in areas such as 'What is effective modern language teaching?', 'How is it brought about?'. There is room for those with appropriate skills to undertake large scale projects designed to contribute to a clearer understanding of, for example, communication in the language classroom, the role of grammar in language learning, the nature of progression. But alongside more formalised research, classroom practitioners are in a prime position not only to evaluate the conclusions of others, but above all to gather and interpret their own data. Their day-to-day experiences, analysed and reflected upon, can help students pull out from classroom activities their own set of principles based on the interaction of theory and practice. From observing and recording the social and learning processes in school and classroom, trainees can move beyond the simple application of pre-ordained specialist knowledge and, using these along with other input, establish a basis for development, choice and action.



'... the reality of the paper aeroplanes ...'

Certain specific aspects of the content of ITT courses will benefit from being considered initially in school. Issues of classroom organisation, management and control, for example, are so completely embedded in the specific classroom context, that to decontextualise them is to render discussion about them almost sterile. Trainees, to whom it all seemed so easy, coming from the lips of the tutor or in glib solutions to hypothetical problems, find the reality of the paper aeroplane, the chaos of the badly explained game, the fight which breaks out in the 'collaborative' group quite a different matter. It is more profitable at first to work at micro level with a competent teacher who knows her class, observing

good management skills in operation, and discussing afterwards the factors which determined her actions. So, too, with other aspects, such as equal opportunities, where the discussion in the ITT institution may appear to be a luxury when compared with the realities of the playground and the classroom. Clearly, however, observation and understanding derived from specific contexts alone are an inadequate basis for future action. Experiences need to be pooled with those of fellow students and combined with information from reading and seminar work. Trainees can then begin to link their own experiences to a broader framework and draw some general principles, through which classroom practice can be modified to suit individual factors and situations. Other school-based issues - links with parents, pastoral care, health and safety in the classroom and the contractual aspects of teaching - need to be experienced 'on site'. Discrete discussions broaden and generalise the experience, but much can only be internalised through participation in the daily life of a school.

If the achievement of teaching competences is paramount (CATE makes no prescription for input),

The need for a profile and a structure

then there is no clear divide in some areas of the ITT programme between what must be delivered in school and what must be delivered in the institution. Both partners may be able to provide some aspects of the course content, but whatever the nature and division of the course, there needs to be a clear framework of teaching competences drawn up by both partners, giving trainees freedom and flexibility to develop according to their own specific needs. Institutions have been experimenting with student profiles and with a range of experiences and types of evidence to show student learning. Input may come through a number of experiences, some of which, for example IT skills, knowledge of equal opportunities, and industry links, may have occurred for individual students before the start of the ITT course. Learning in other areas of the course will take place in HE, in school or in a wide range of quite different but school-linked situations. Coherent documentation of these will offer evidence that understanding and application of skills and knowledge have been achieved in a particular area of the course. There must be agreement between schools and institutions about outcomes. The location of trainee experience will vary across the partnerships. Trainees with a variety of backgrounds, and therefore differing requirements, will need to be able to set personal targets within the agreed framework of competences. They should be able to reach these goals by the route most appropriate for them. The validity of the evidence, however, has to be the subject of negotiation and there will need to be a clear and agreed profile (see Chapter 1) as an assessment tool to ensure 'quality control' of the trainee's progress.

Some first steps

There are many unanswered questions, complex issues and problems of time and resources. Nevertheless, there are also some immediate practical ways in which partners can get to know each other's working contexts and begin to formulate a framework for a common perspective. Teachers and tutors can collaborate in ways which will enhance the relationship and make a positive contribution to achieving the goals. Aspects for collaboration might include:

- those tasks which are inherent in the new arrangements, such as designing courses, meeting accreditation requirements, preparing mentors;
- joint interviewing and selection of students, either in the institution or in school;
- attendance at course committee meetings in the institution or at staff/departmental meetings in the school. (These might not necessarily have ITT on the agenda but might be in the normal course of school or institutional management, thus offering insights into the normal functioning of each);
- tutor teaching in school, teacher working with students in HE;
- teacher attendance at examination boards in HE;
- tutors and teachers working together on general staff development days, both in school and in HE;
- joint observation of trainees in the classroom and a three-way discussion of student progress and future targets;
- classroom research, with the trainee, into aspects of foreign language teaching and learning.

Few of these individual activities will be new, but it is the perception of them as a whole and as a set of shared activities which offers the partners an understanding of the situation in which each operates, and an opportunity to have some direct input into one another's work.

For some of us who have been teaching for more years than we care to remember, it was not unusual at the start of our careers for unqualified graduates to teach without any formal training. What resulted was the transmission of the methods recalled from their own learning in the classroom. What is now offered is the best practice of teacher and tutor working together. The quality of the learning experience for pupils, trainees and teachers will improve as they apply the distillation of their shared talents and insights.

Issues for consideration

- 1.** What kinds of links will school departments and HE tutors need to establish in order to ensure coherence in the ITT process?
- 2.** What skills will subject mentors need to fulfil their role in partnership?
- 3.** How can programs of mentor preparation best help teachers to acquire any new skills which may be needed?
- 4.** In view of the pressures currently felt in schools, how can language departments offer professional and personal help to students, especially in the case of 'weak' students?
- 5.** How can language teachers help students to take a progressively greater responsibility for their own learning?

Appendix

The Oxford University Department of Educational Studies Internship Scheme

A pioneering model of partnership in ITT, OUDES internship scheme predates the statutory requirement by some five years. This is a summary of the salient features of the scheme.

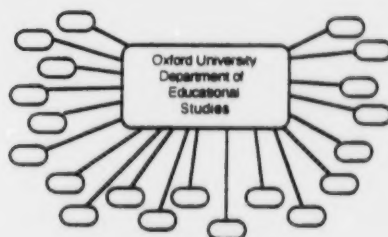


Figure 1: links with about 20 schools

The department has links with about twenty schools (figure 1) to each of which it allocates from eight to twelve '**interns**' (trainee teachers). Interns work in pairs in their specialist subject areas, though when looking at cross-curricular issues the whole group of eight to twelve works together.

Interns' links with the department are through their **curriculum** (i.e. **subject**) **tutor** who provides the higher education component of their development as language teachers and their **general tutor** who is responsible for their broader professional development. Curriculum tutors in the scheme often double as general tutors, though as a rule for other interns than those for whom they are curriculum tutors. Each curriculum tutor may be responsible for up to six pairs of interns and contact with as many schools (figure 2).

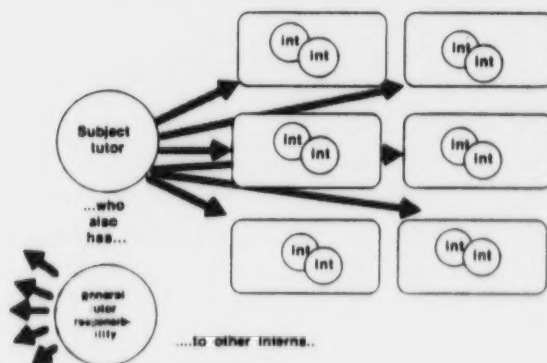
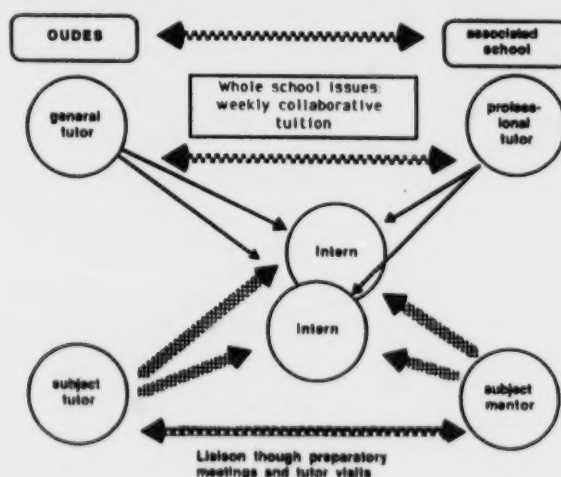


Figure 2: typical allocation of responsibility to oudes tutor

Both the general tutor and the curriculum tutor have their counterparts in the school. The general tutor works in close co-operation with the school-based **professional tutor** in devising a regular in-school study programme. This might take the form of a weekly after-school session or other arrangement to suit the school. The curriculum tutor's opposite number in school is the

subject mentor. The latter supervises the in-school initiation and teaching practice phases of the intern's training. Schools receive funding from the department corresponding to 0.1 of a timetable to permit-release the mentor for support duties in respect of the interns.

Figure 3 illustrates the interrelation between the participants in the scheme.



The chart shows the progression of the intern through the different phases of the PGCE year, during which the balance between higher education-based and school-based training is varied to provide the intern with the appropriate experiences at each stage.

The OUDES Intern scheme

The chronological structure of the course as exemplified by the year 1992/93

Term 1 (Autumn)

Week beginning	7/9	14/9	21/9	28/9	5/10	12/10	19/10	26/10	2/11	9/11	16/11	23/11	30/11
Activity type (See key)								D (8:OUDES)					
Week no.	1	2	3	4	5	6	7	8	9	10	11	12	13

Term 2 (Spring)

Week beginning	4/1	11/1	18/1	25/1	1/2	8/2	15/2	22/2	1/3	8/3	15/3	22/3	29/3
Activity type (See key)								(1:OUDES)					
Week no.	14	15	16	17	18	19	20	21	22	23	24	25	26

F in OUDES Th in OUDES M in OUDES

Term 3 (Summer)

Week beginning	10/4	26/4	3/5	10/5	17/5	24/5	31/5	7/6	14/6	21/6
Activity type (See key)							D (8:OUDES)			
Week no.	27	28	29	30	31	32	33	34	35	36

Class Vth School based

Key

O = Observation

D = Department
(5 days in OUDES)

I = Induction
(M, T, Th & F in OUDES; W in school)

S = School
(5 days in school)

J = Joint
(M, Th & F in OUDES; T & W in school)

AE = Alternative experience

How... ?

CHAPTER 3

How trainers can help trainees achieve competence

by Barry Jones

The trainers in any partnership model of schools and higher education institutions (HEI) may be a number of people, with differing, but complementary expertise. Diagrammatically the partnership may be represented like this:



Those involved include:

- HEI tutors, with a subject base and/or involved with more general educational issues;
- experienced teachers in school, whose pupils a trainee teacher meets and teaches - often called a subject mentor (an individual trainee normally only has one subject mentor);
- deputies or head teachers in school who may assume the responsibility of overseeing links between the HEI and the school, as well as the partnership between subject mentors, trainees and HEI tutors. Those who assume this role are often called professional tutor or school mentor.

In some models, school mentors share experiences and develop programmes of training as a collaborative venture. They involve other training schools in an area or region and are participants in the planning, monitoring and evaluation of the training together with some or all of the other partners. What, then, can trainees at the centre of this process expect from each of the trainers? One of their prime concerns is that each of the partners has clearly defined - and agreed - complementary roles.

The **HEI tutor*** may have agreed, for example, to:

The HEI tutor

- visit the trainees on a regular basis in school, support them in their subject teaching and be involved in curriculum planning with a school department;
- set local practice (local syllabi, schemes of work, for example) within a national or international context, both past and present, for trainee and modern language department staff;
- compare and evaluate a range of teaching approaches, materials and equipment some of which may not exist in the training school;
- introduce topics for discussion when the particular expertise lies, by common consensus, within the HEI;
- lead discussions where the presence of other trainees is of benefit, for example when sharing a wide range of school experiences, devising and making a collection of teaching materials, debating contentious issues, sharing initial concerns arising from the experience in school;
- explore the potential benefits and drawbacks of a range of classroom management models, such as group work, pair work, individualised or resource based learning;
- consider broader, general issues in education;
- help trainees articulate experiences, formulate problems, arrive at provisional but principled answers and teaching strategies;
- refer trainees to relevant literature.

For this partnership to work, HEI tutors, subject mentors and school mentors must be involved in planning and evaluation, whenever possible. School partners should be released to attend seminars, to relate discussion to particular

* Subject tutor or professional tutor, according to the aspect of the school experience dealt with.

school and classroom situations, to trial and evaluate trainees' ideas and materials, to set trainees tasks with a particular school focus, as well as to discuss and question principles which underpin classroom practice.

In their turn, **HEI tutors** will participate in the school-based experience, as well as run the institution-based elements of the course. They then, in a practical, focused and immediate way - within a partnership of school mentor, subject mentor and trainee - help:

- observe, discuss and evaluate the trainee's teaching, given an agreed form of classroom observation, and reporting progress to the trainee;
- make suggestions helpful to the trainees, individually or as a group; these might include proposing complementary resources, demonstrating the use of alternative approaches, materials and equipment not available in the school, suggest ways of developing pupils' learning strategies, promoting individualised learning, trying other forms of classroom management;
- discuss trainees' progress, not only in the context of the one school but within a group of schools which may have formed a training consortium - such consortia being set up to help planning as well as to allow an exchange of ideas and experiences;
- decide on the opportunities which can be offered to the trainee to extend his or her experience beyond one particular school (to see sixth form teaching for example if the trainee is in an 11-16 school, to look at the use of IT when another school may have different facilities);
- relate school experience to other aspects of the HEI course, current practice in modern language teaching, the requirements of the National Curriculum, principles on which modern language teaching is based;
- help the trainee meet his or her individual needs;
- help set new or revised goals for the trainee;
- help plan future training and experiences with individual trainees and with other trainees working collaboratively on a common problem or syllabus;
- counsel the trainee in the event of problems arising, be they methodological, linguistic or personal.

For their part within the partnership **subject mentors** can decide and agree:

The subject mentor

- the amount of timetabled time the trainee shall have for focused observation, team-teaching, working with small groups;
- the range of classes to be taught so that the trainee sees both able and less able pupils in different age ranges;
- how the trainee's experience will reflect a training progression from taking limited responsibility for a group to assuming full responsibility for most or all of the teaching and pastoral role;
- the frequency of times the trainee shall be observed teaching and who shall undertake this observation (subject mentor whose class it may be or the class teacher if the subject mentor does not teach the particular group, HEI tutor, school mentor);
- the focus of the observation and the way this will be discussed and reported to the trainee (in the form of notes as the lesson progresses, or structured observation with different focuses, or an agreed agenda of observation throughout the year);
- the opportunities which can be offered to the trainee to extend his or her experience beyond one subject area in the school (for example, to see geography or history teaching, to see the school's approach to teaching pupils with special educational needs in a range of subject areas, to investigate cross-curricular issues, equal opportunities' policies, to see the school's pastoral care provision, to look at in-service provision etc);
- the range of other responsibilities the trainee may have within the school, such as being in charge of a tutor group, attending parents' evenings, looking at and/or writing pupils' records of achievement, working with a support teacher;
- the participation of the trainee within departmental planning and curriculum development.

The role of the **school mentor** can include:

The school mentor

- monitoring the liaison between the partners;
- monitoring and evaluating the training as a whole within a consortium of schools;

- devising a training programme to include whole school issues such as pastoral care, the school within the community, links with industry, school government and management, special educational needs, relationships with parents.

In any division of training responsibility such as that outlined above there will be an inevitable overlap. This seems to be, on the whole, to the advantage of the trainee provided that it is done knowingly and as a response to the trainee's needs. The overall mentor function may be summarised as:

SUPPORT	providing help in any aspect of the trainee's work; in planning lessons, maintaining control, establishing good relationships
CATALYST	seeing where opportunities can be created for the trainee to extend their experiences
CHALLENGE	encouraging the trainee to take calculated risks where this seems appropriate and advisable
ADVISER	passing on advice to improve the work of the trainee
INSTRUCTOR	based on an analysis of classroom practice, encouraging trainees to rehearse with their learners sets of behaviours within given situations
DEMONSTRATOR	demonstrating behaviours, strategies, for classroom practice
REPORTER	writing notes on the trainees' performance and providing an account of what happened
INITIATOR	as a result of participating in and observing the trainees' practice, setting up new experiences so that the competence of the trainee can be extended
COUNSELLOR	relating advice to the feelings that the trainee has about teaching, and to the relationships formed within the class, department, school, peer group, HEI
EVALUATOR	evaluating the level of performance which the trainee has reached
MANAGER	managing the observation, reporting, advising, counselling within the training experience, and helping the trainee manage his or her time.

CATE CRITERIA		Wider Social Context of School Culture/Gender/Race Other Schools Education Service	Understanding of Pupil Development and Learning Pastoral, Health & Links with Parents Culture/Gender/Race	Plan a Sequence of Lessons Setting Objectives Range of Safety Teaching Methods Balanced Approach (controversy) Group Management Skill	Progression Developing Potential at all Levels Select Range Including IT	More than one School Phase and Age Range Industry/Work/ Business	Assessment Appropriate to Age Identify SEN/Gifted Pupils Evaluation - Recording of Performance	Continuing Development Professional Support Statutory Framework Contractual/Legal
	A IT	B COMMUNITY PARENTS	C INDIVIDUALS AND RELATIONSHIPS	D ORGANISATION AND MANAGEMENT	E RESOURCES AND MATERIALS	F WIDER CONTEXTS	G EVALUATION AND ASSESSMENT	H EXTENDED EXPERIENCE
	Methods Study Time Legal Subject Knowledge General Educational Issues	Social Context of School Staff Community Education Primary Schools Legal	Pupil Development and Learning Special Needs/Gifted Pastoral Health and Safety Induction Teams/Small Groups	Observation Pupil Shadowing (Interviews) Cross-Curricular School Planning Meetings Language Safety Teaching Methods/Styles	Awareness Induction IT Differentiation Subject Knowledge	Primary Schools Community Education Other Schools	RoA (System)	Education Service
	Classroom Management	Parents' Evening Work Experience	PSE Special Needs	Team Teaching Planning Evaluation Class management Setting Objectives Management of Order Sequence of Lessons Controversial Issues Differentiation	Collecting Materials Preparing own Materials Trialling IT	 Sixth Form Visits Work Experience Careers	RoA (Rep Docs) Marking Records Appraisal Professional Judgment Reports	
	Statutory and Legal and Contractual Special Topic	Contacting/Liaising with Parents		Cross-Curricular Issues		Age/Phase Range ETU Industry Place Sixth Form	Differentiation Special Needs/Gifted Pupils Formative/ Summative Evaluation Assessment	Statutory and Legal Contractual Other School Professional Support Contractual

Figure 1

Mentors and trainees need an agreed programme of work so that both have a clear view of what constitutes progress in the others' eyes. Sometimes this is quantitative - a greater variety of experiences which may help to build confidence and an ability to be adaptable - sometimes it is qualitative, where mentor and trainee are seeking improvement in some more focused aspect of classroom practice or school activity.



The programme of work must, too, under CATE criteria, include a certain defined content. Figure 1 on page 33 is a chart showing excerpts from the CATE criteria and how, within a partnership, these might form part of the trainees' experience. There are also suggestions here as to how these experiences may be sequenced through a three-term PGCE course. Elements can of course be shifted both vertically and, on occasion, from column to column. The HEI content seems, perhaps, slight. This is because, at the time it was drawn up, 20% of the training was to be HEI based and 80% was to be in schools.

Given that the different members of the partnership are trying to develop within the trainee a list of agreed competences, some agreement must be reached on how these are to be assessed (see also Chapter 4). This can be a complex undertaking in which differing roles should be defined, agreed and documented, both for mentors, HEI tutors and the trainees.

A number of questions need to be discussed such as:

- is there a difference between competences and understandings? Trainees develop a level of skill but do they understand the basis of good practice?

University of Cambridge Articled Teacher Scheme
Criteria for appraisal of practical teaching

CATEGORIES	PASS		FAIL
1. RELATIONSHIPS WITH CHILDREN AND CLASS CONTROL	Is responsive to individuals as well as to the class as a whole. Obtains good control by encouragement and reception of ideas rather than by criticism/coercion, often successfully	Shows some ability to secure attention from class as a whole and works satisfactorily with groups and individuals.	Poor. Lacks ability to secure attention from the class as a whole and withdraws from informal contact with the children. Considerable difficulties in class control. Ignores children's progress.
2. ORGANISATION	Changes class organisation smoothly to suit new activities. Employs varying teaching styles and strategies, and is willing to experiment. Organises opportunities for independent learning when appropriate. Has clear objectives for the learners, both short-term and long-term. Sequences lesson activities so that learning progression is achieved.	Lessons for the most part satisfactorily organised from beginning to end. Effective management of individuals, small groups and class.	Lessons poorly organised with insufficient attention paid to beginnings and ends of lessons, organisation of groups, transitions from one activity to another and the availability and appropriateness of materials and equipment. Poor knowledge of school resources. Objectives confused, both short-term and long-term.
3. SELECTION AND PRESENTATION OF MATERIALS	Shows initiative, inventiveness and skill in employing a variety of methods, including the use of teaching aids. Prescribes tasks which are closely adjusted to the age range and varying abilities of the children. Maintains a lively pace. Uses equipment confidently.	Presentation of appropriately selected material is clear, though characteristically safe, rather than imaginative. Often fails to achieve fruitful exploitation of these materials through inability to foresee differing possibilities and set suitable tasks.	Material selected for presentation is usually unsuitable. Work set is usually too easy, too difficult or inappropriate. Few aids used.
4. CHILDREN'S RESPONSE	Children's response was spontaneous and their enjoyment obvious. Discussion of work often initiated by children's questions and children were disappointed when lesson ended.	Children's written and verbal responses and practical involvement variable but generally satisfactory. Improvement in level of children's response over an extended period	Children inattentive and lacking in interest, generally apathetic and in some ways disruptive. Little or no improvement in children's responses over an extended period.
5. CHILDREN'S PROGRESS	Children took a pride in their work, realising much of their potential with A consistently high quality of performance. Clear evidence of perceptive monitoring of their progress by the student. School impressed by standard of work achieved.	Progress satisfactory in the sense that the class teacher does not feel that the children have been held back. Student's assessment of children's progress is sporadic and short term rather than with an extended perception.	Children made no noticeable progress and in some cases the standard of their performance deteriorated. Student seemed unaware of children's lack of involvement or progress.

Figure 2

6. SUBJECT KNOWLEDGE	Outstanding knowledge of subject matter contributing to highly effective teaching.	Adequate knowledge of subject matter for effective teaching.	Inadequate knowledge of subject matter for effective teaching.
7. PLANNING AND PREPARATION	Schemes and lessons carefully matched to children's abilities and interests. Flexible in approach and adapts plans to meet changing needs.	Schemes and lessons generally well-planned with attention given to objects, content, method and materials required. Has some difficulty in modifying preparation to meet changing circumstances.	Inadequate. Plans set-piece schemes unrelated to the children's experiences and capabilities.
8. VERBAL AND NON-VERBAL SKILLS	Applies a variety of verbal and non-verbal techniques which provoke enthusiastic and fruitful responses from the children.	Speech firm and clear. Vocabulary appropriate for children. Little variation in tone of voice or in use of gestures. Questioning technique clear, but often unimaginative. Tends to give away information rather than leading children to it with appropriate questions and suggestions.	Poor speech articulation; inappropriate vocabulary. Absence of modulation. Communication lacks expression.
9. INDIVIDUAL CHARACTERISTICS	This category covers all those personal characteristics which influence the quality of relationships in the classroom and staffroom, and include social rapport, Courtesy, Sensitivity, Reliability, Enthusiasm, Confidence, Open-mindedness, Responsiveness to advice, Sense of humour and Appearance		
10. EVALUATION AND RECORDING	Gives much thought to the children's behaviour and responses and carefully monitors their progress. Conscientious over marking and record-keeping.	Interprets children's behaviour sensitively and sometimes accurately. Tries to keep abreast of marking and to keep appropriate records. Reflects on own teaching and makes adjustments.	Poor and irrelevant observation of children's behaviour. Work frequently carelessly marked or not marked. Little self-evaluation.
11. SCHOOL EXPERIENCE NOTE-BOOK	Thorough preparation reflected in a well-presented and carefully arranged note-book. Schemes adapted to meet children's responses and needs. Lesson appraisals show considerable awareness and insight. Clear evidence of willingness and ability to respond to advice	Acceptably presented notebook providing a documented record of work done. Some thought given to method as well as content and additional material added where appropriate. Lesson appraisals restricted in their perception but conscientious. Some evidence of response to advice.	Poorly presented with inadequate thought given to content, method, or material. Few, or superficial, lesson appraisals. Evidence of failure to act on advice.

- who is to be responsible for developing the competences and the understandings in the trainee and who is to evaluate the practice?
- can both school and HEI do this in the same way?
- is there or should there be a difference in the way the school mentors and HEI tutors approach this? (schools focusing on detailed issues and the HEI tutor on wider considerations?)
- is there an underlying philosophy of teaching modern languages common to the partners; if not, is there not a need for some compatibility between the two sites?

When such issues have been decided, discussion of criteria for the appraisal of practical teaching needs to take place. As a starting point this might be based on the chart (figure 2) on pages 35/36.

Case studies

Mrs Beech

Mrs Beech has been teaching French for fourteen years. She is a French native speaker and second in the modern languages' department of an 11-16 rural comprehensive school. There are four full-time language staff in the school and two part-time teachers. The head of the school was keen to be involved with a school-based model of training, especially since funding was available, and, in the absence of the head of department who was away on maternity leave, asked Mrs Beech to become a subject mentor. Mrs Beech agreed, believing that the experience would be an interesting one, especially since she had had one-year PGCE students in the department before. She was given no indication from her head teacher what the responsibilities of a subject mentor were to be. Recruitment to the PGCE had begun, although she had not been part of the selection process: a process which had involved two HEI subject tutors and a head teacher from another training school.

In the words of her head teacher she was a very successful teacher who was established and well liked by staff and pupils alike. Her particular strengths lay in using French as the language of the classroom and in motivating pupils of all abilities to speak the language. She believed in changing classroom displays and shared the organisation, with her head of department, of a reading corner in the classroom which was stocked with a wide range of books. She did not have an overhead projector, nor did she feel the need for one. She used a coursebook as the basis for her planning, although her classroom practice did not adhere to its contents. There was a computer in the department, but she did not use it.

The first meetings establishing a framework for the pilot programme of training took place in February. The course was due to start in September of the same year.

During the first meeting, at which other teachers, all heads of department, were present, Mrs Beech said it would be difficult to organise a training programme. She would prefer the HEI tutor to do this. However, she was keen to comment on any proposed outline and to offer practical suggestions to help the trainees who were to teach her classes. She felt her most positive contribution would be to talk to the trainees about lesson planning, relating her suggestions for practice to particular classes and, at times, to particular individuals. She saw herself as being most effective on a one-to-one basis with the trainee and defined her role as friend and support, leaving assessment to the HEI tutor(s).

During the pilot year Mrs Beech's contribution to the partnership was as described above. She advised, counselled and took full responsibility for the day-to-day teaching which her trainee undertook. She:

- devised the trainee's timetable;
- observed a number of lessons each week;
- wrote detailed descriptions of what had happened in each, together with comments on how the practice could be improved;
- liaised with the other members of the department and the head of the school;
- attended two termly meetings, in school time, with the HEI subject tutor to which she brought all the lesson notes which she and the other members of the department had written about the trainee's teaching experience;
- discussed the trainee's progress, and the form and content of her lesson notes, with the HEI subject tutor and a subject mentor from another school;
- attended once-a-term training sessions organised jointly for school mentors, subject mentors and HEI tutors, again in school time, and helped plan further school experience for the trainee.

Mr Champion

Mr Champion is head of department in an 11-18 comprehensive school with a largely urban catchment area. The department is a strong one with eight full time staff. Mr Champion has been in the school for nine years and has received one-year PGCE students for six years. He has a policy of regularly seeing a trainee - if there is only one - or the group of trainees, for a timetabled lesson each week. During these sessions he discusses departmental approaches to teaching modern languages and demonstrates how to use some of the IT provision within the schemes of work which he has for each year group.

During the pilot year he attended a number of the weekly seminars in the HEI and contributed to each in a lively way; his participation was really appreciated by HEI tutor and trainees alike since the ebb and flow between theory and practice came sometimes from him and sometimes from the tutor. This served to underline the need for a principled approach to teaching, yet provided the practical aspects which the trainees appreciated. His particular interest was teaching children with special educational needs as well as teaching the sixth form.

In school Mr Champion saw one lesson every week for which the trainee was responsible, and delegated further lesson supervision to other members of his department. There was a departmental policy relating to 'how to observe lessons' and also to the form in which progress was to be reported to trainees. This was a system which the department had operated for four years, with an annual evaluation of its content and effectiveness.

Mr Champion saw his role as one which sought to advise and counsel the trainee. He felt that assessment of the trainee's teaching as well as his or her contribution to the life of the school should be a jointly agreed decision of the HEI tutor and his department. At the end of the pilot year he said that he was becoming more interested in the ways in which the mentor/trainee relationship was to be developed rather than in what the mentor was responsible for conveying to the trainee.

Questions

1. If you were a trainee, what would you consider to be the training strengths of Mrs Beech and Mr Champion, the two subject mentors? List what kind of problem you would take to each, in the expectation of positive help and advice.
2. Are there any elements of the professional work of a teacher which Mrs Beech's and Mr Champion's training leave out?
3. In addition to the training you were receiving from either Mrs Beech or Mr Champion, what would you look to your HEI tutor to provide?
4. If you were a subject/school mentor, are there elements within a partnership model which you think are less well fulfilled by the teachers in these two case studies? List them and decide what you would add to or subtract from the training as outlined here.
5. If you were a HEI tutor, which aspects of the training offered by Mrs Beech and Mr Champion would you wish to complement and discuss further with trainees and/or these two subject mentors, and where, if at all, would you feel they had left gaps which you, in your HEI-based or school-based training programme, could fill?

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CHAPTER 4

Who... ?

Partners are people -
relationships in partnership schemes

by Vee Harris

Although it is institutions and schools who set up and administer the partnership schemes, it is the individual tutors, teachers and trainees who must make it work, since they are the key members of the partnership. One dictionary definition of partners is 'one of two playing in the same side in a game'. While teacher education is far from being a game, the emphasis on 'being on the same side', on the quality of the relationships between the partners, is an important one if we are to remedy some of the weaknesses of the more traditional forms of teacher education and fully take advantage of the framework for partnership outlined in the preceding chapters.

At its worst, these weaknesses manifested themselves in some or all of the following ways:

Problems of the most
traditional approach

- any support given in snatched moments over break, due to work overload. Trainee mostly left to 'sink or swim', feels guilty about asking busy teacher for help. This problem exacerbated because mentor's role loosely defined, 'to keep an eye on the student';

MENTOR/TRAINEE



- ambivalent attitude to the institution's role - *'don't take any notice of what they say in college, it's all pie-in-the sky'*, can lead to a 'conspiracy' between student and mentor to make sure the tutor sees a satisfactory lesson when she visits. However, when the trainee really is doing badly, the tutor is sometimes informed only at the last minute when he or she is then expected to break the news that the trainee is failing.

- MENTOR/TUTOR**
- any exchanges often only possible in snatched moments between classes. Resentment that the tutor 'swans in', sees a lesson and disappears for the next few weeks, leaving the teacher to cope from day-to-day;
 - teacher reluctant to express views openly for fear of seeming insufficiently committed to the latest 'bandwagon' in modern language teaching;
 - mentor reluctant to express views openly in the fear that criticism of the student may be taken to be criticism of departmental policy or of the mentor herself. Reluctant to discuss new developments in language teaching, as she may appear divorced from realities of classroom situation.

- TRAINEE/TRAINEE**
- where more than one trainee is placed in the school, any exchanges between them tend to be very dependent on personality factors, on whether they 'get on' together. Exchanges mostly limited to sharing concerns over discipline problems rather than mutual positive criticism.

Remedies within partnership schemes

The new partnership arrangements can do much to alleviate some of these problems, not least in providing the desperately needed time for all partners to work together. Most partnership schemes, for example, are based on a carefully-phased introduction to teaching,

with the trainees and mentor given proper space to plan and team-teach lessons together and discuss them afterwards. Time alone, however, will not resolve all the questions and, indeed, the new arrangements present their own problems:

- MENTOR/TRAINEE**
- if mentors and trainees are to plan lessons together, how do you ensure that the trainee does not simply copy the mentor's ideas without any real understanding of how she is reaching decisions?
 - if they are to team-teach some lessons together, how do you ensure that neither feels like a 'spare part', hanging around while the other partner does the teaching?
 - if they are to jointly evaluate how the lesson went, how do you ensure a trusting atmosphere where both can be open, and the trainee feels she can be as honest in her criticism of the experienced teacher as the teacher is of her?

- if mentor and trainee do develop an atmosphere of trust and understanding, how does the mentor move from a supportive role to an evaluative one where she has a key role to play in decisions about whether the trainee should pass or fail?
- how do you ensure that the student receives similar messages about what constitutes 'good practice' from both the mentor and the tutor? **MENTOR/TUTOR**
- even if such a consensus is achieved, how do you ensure that these ideas are not seen as a rigid set of rules and that the professional responsibility of the teacher is constantly to question her own practice, to try out and evaluate new ideas?
- if the mentor is to play an even more important role in assessment, how do you ensure that both tutor and mentor share the same criteria in judging whether a trainee should pass or fail? How can an experienced teacher who is used to setting herself high standards be expected to know what it is realistic to expect in a student teacher after three months in a classroom? And whose responsibility is it to inform the trainee that she is going to fail if she does not radically improve?
- In many partnership schemes, trainees are placed in pairs in the department. If trainees are to get the maximum benefit out of working in the same department, what kind of a structure and what kind of an atmosphere will best allow them to learn from each other? **TRAINEE/TRAINEE**

Although partnership schemes across the country vary in their design, there do seem to be certain common themes which are emerging. One of these is the central importance of clearly defining each partner's role. Muddle about who should be doing what, and when, is a breeding ground for resentment and mistrust. In the previous chapter, we have seen how the roles and responsibilities of each partner can be clearly defined.

Over and above these common features, however, different institutions have developed or are developing strengths in particular areas from which we can learn. The following two illustrations address some of the issues, first of the relationship between mentor and trainee and then of the relationship between mentor and tutor. We will leave the vexed question of assessment until the end, when we will try and suggest some possible ways forward.

Jim Anderson is head of department in a London comprehensive school. He has been working with trainees in school for a number of years and also currently works at Goldsmiths' College one day a week, running the sessions for German student teachers. Many of the following

Team teaching: building up the mentor/trainee relationship

suggestions are drawn from his experiences. He points out that since partnership means that *'the full cycle of planning, teaching and evaluation of lessons are all shared, it should not be imagined for one moment that this is in any way an easy option. On the part of the class teacher/mentor it demands commitment, energy and time. More than that, however, it demands an ability to develop a positive working relationship based on mutual trust, understanding and respect'*. There are a number of concrete steps to take to build up that relationship:

1

After a general introduction to the school and the department, mentor and trainee need to establish **ground rules**. There are different ways of approaching this, according to the degree of formality that is considered desirable. Some teachers favour a tightly structured discussion leading to the formulation of a written contract which summarises points that have been agreed. Others prefer a freer kind of exchange which is not put down in writing. Whichever approach is used, the following elements may be usefully incorporated into the discussion:

- **Personal/academic background**

It is helpful to know something of the forces that have shaped people's thinking and attitudes. Have the trainees some experience of teaching through being an assistant or is it all new to them? What makes them tick?

- **Expectations**

What do you expect of me in my role? What do I expect of you in your role (even obvious things like punctuality may need to be spelled out). What are your immediate priorities and concerns?

- **Communication**

Given the pressures of school life how do we ensure that we find space to plan properly, review lessons and also evaluate the way the partnership is working? How do we deal with problems that may arise e.g. resentment over something the other person has done?

Jim stresses that, although regular reviews are essential if the partnership is to evolve, they *'should not just be times to try to find solutions to problems. They provide a vital opportunity to recognise and celebrate success, to enjoy feeling good about a lesson that worked well, the completion of a new set of materials etc.'*

2

Gradual introduction to the classroom. The trainee should be presented as a person carrying status and importance 'a languages specialist from x university'. Often it is helpful if trainees have a focus for their observation, e.g. use of target language, oral presentation, classroom management. During parts of the lesson where pupils are working independently, students can usefully begin to interact with them in a support role and start to get to know them by asking simple questions in the target language.

Gradual introduction to teaching. Here the trainee takes responsibility for discrete elements of the lesson. As the trainee's competence and confidence increases, she can take on more and more so that mentor and student are eventually doing a 'double act'. There is a wide range of such elements in the languages lesson.

3

- Mentor conducts feedback on homework, trainee explains focus for lesson.
- Mentor revises vocabulary previously taught, trainee introduces new vocabulary.
- Mentor presents first four items of vocabulary, trainee next four items.
- Trainee presents listening task, mentor operates recorder.
- Trainee collects answers from pupils, mentor puts them on the board.
- Trainee and mentor act out a scene from which pupils have to extract certain information.
- Trainee asks the questions, mentor models the replies, possibly in preparation for an information-gap activity.
- Trainee conducts game to round off lesson, mentor packs up materials.
- Trainee or mentor explains grammar point, reading activity, homework. Teacher not involved in presentation at any given moment ensures attention, supports special needs or bilingual pupils, works with pupils who have been away etc.

Sharing responsibility for the lesson

Team-teaching in this way has many advantages, not least for the pupil. As Katharine Burn (Wilkin, ed.1992) points out,

Benefits of the approach

It can allow for a much more lively or challenging presentation of information or ideas, using role-play or debate, for example. It can increase the amount of individual attention and support that pupils receive, and can facilitate assessment or the setting of differentiated tasks.

Often the student will be responsible for preparing materials, which allows the teacher to undertake a wider range of activities than is normally possible.

Because the trainee is working collaboratively with the class teacher, she is able to devote full attention to the part of the lesson for which she is responsible. With careful planning, this element can match in to what has been covered that week in college-based sessions.

Table 1 on the next page illustrates how the trainee can follow up a college-based session on e.g. reading/writing by preparing and then introducing a reading/writing activity in the classroom.

AUTUMN TERM PROGRAMME

College-based focus (method)

School-based focus (method)

Week	Tuesday session	Thirday session	Classroom focus	Possible tutorial focus
	• Background to developments in language teaching methodology • Key features of National Curriculum • Observing lessons • Team teaching (video) - sharing the 'delivery' of the lesson	• Partnership with schools • Developing listening and speaking skills - questioning techniques • Developing listening and speaking skills • 3 stages of lesson - presentation, practice, production • Presenting listening activities	• Lesson observation • Focused lesson observation - e.g. structure of lesson, timing, variety of activities, classroom management	• The School in the context of the local community - catchment area, aims, etc. • The Department - staff, philosophy, courses • The Department (cont'd) • Ground rules (re. partnership) • Planning and preparation for next week's lesson
	• Maintaining motivation (active learning) - flashcards, mimes and games • Balance between 'stirring' and 'settling' activities	• Developing reading and writing skills - from support to authentic tasks	• Student does 3 stage questioning (KS3) • focused observation	• The Department (cont'd) - policies, schemes of work, classroom management/ referral systems,
	• Integrating IT through reading and writing activities	• Reading and writing continued • Communicative language teaching - criteria and conflicts • Flexible learning (1)	• Student presents listening task (KS3) • focused observation	• Planning and preparation • The Department (cont'd) • Using AV aids • Planning and preparation
	• Using the target language (video) • Visit to TP library	• Integrating listening, speaking, reading and writing - lesson planning • Homework	• Student devises reading/writing task (KS3) • focused observation	• IT resources in the school • Homework policies • Planning and preparation
	• How, when and where to teach grammar	• Using course books selectively	• Student sets up activities in the target language (pair work?)	• Presenting grammar • Planning and preparation

Table 1

Team-teaching means that the teacher can often quietly step in and remedy an area of weakness, e.g. lack of clarity in an instruction, flagging pace in questioning. This doesn't look so obvious because the lesson as a whole is shared and so the mentor's interventions don't undermine the student. Similarly, brief exchanges about how best to proceed can take place in the target language and cause little if any disruption. Indeed, they can help foster a climate for the use of the target language.

Although the word 'team-teaching' is common currency, there is often a great deal of confusion about how it operates in practice. One partner in the team may feel, for example, that when she is not doing her 'slot', she simply sits down and observes. This may mean missing the opportunity to move around the classroom supporting pupils who are struggling. There can be a danger, too, that the mentor assumes all responsibility for classroom management. Trainees may need to be encouraged to take a full and active role in enforcing discipline. It is helpful to make a video of successful team-teaching in action that can be shown both at mentor-training sessions and to the trainees in a college-based session, so that both partners understand what is involved and how the lesson can be shared.

Team-teaching cannot be left to chance - it demands careful forward planning. Each has to be clear about what will happen next and whose responsibility it is to do what.

It is important that in the planning process, the mentor does not take 'short-cuts' by simply planning the lesson herself, however tempting it may be to do so. Trainees need access to the thought processes that go on when making decisions about the shape of the lesson. The difficulty for mentors is that these thought processes have almost become automatic but trainees can learn much if mentors make their own knowledge explicit. At the same time, trainees have to confront the problems for themselves or they will be forever dependent on the mentor - so they need to try and answer questions like 'what is the simplest way of explaining that in the target language? How are we going to help them get their tongues around these new sounds? Should they see the written form in this lesson?' Clearly initially they will need considerable 'prodding' in answering these questions and in planning the lesson, but there are benefits too to the mentor in opening up for debate the way lessons are planned. As Jim Anderson points out 'we should not forget that the majority of trainees come into schools with enquiring, critical minds, with freshness of approach and with great enthusiasm for teaching. In working with them, we have the stimulus to reassess our own classroom practice.'

Watchpoints

1

2

3

It is this potential for the professional development of the tutor that is one of the key strengths of our second case study.

Bridging the gap between theory and practice - fostering the mentor/tutor relationship

One of the potential sources for mistrust and misunderstanding between tutor and mentor is the theory/practice divide - the

notion that the university tutor has the definitive 'right' theoretical model of how languages should be taught and the mentor is a mere practitioner. This ignores the fact that the way the classroom teacher chooses to conduct her lessons is also based on a set of theoretical assumptions about how children learn, even if over time these have become embedded in almost automatic routines. Recently this separation between theory and practice has been challenged and replaced by the model of the 'reflective practitioner'. As Sidgwick, Hextall et al (1991) put it:

Teaching is a complex and dynamic process which involves exploration, choice, decisions, creative thinking and the making of value judgments. The major elements in this process - evaluation, research and experimentation - are not value-added features of teacher quality; they constitute the very basis of competence in teaching - that is, reflectivity.

There are clear implications here for the relationship between mentor and tutor. Just as classroom practice cannot be divorced from the principles that underlie it, nor can theory exist in a vacuum that is not illuminated by observations rooted in the classroom. Mentor and tutor are, as suggested in Wilkin's article (1992), 'guardians of different sorts of knowledge both of which are the bases of classroom decision-making, both are indispensable'. The tutor may have a specific role in encouraging the mentor to make explicit the assumptions on which their teaching is based, but the mentor will have a particular knowledge about pupils' performance and responses in the classroom. For partnership to be successful, therefore, each has to respect, value and learn from the other's different experiences and understandings. What kind of contexts make such a dialogue possible?

Sharing understanding through curriculum development projects

Mentor-training sessions are clearly one means of ensuring that some dialogue takes place, as mentors engage in the planning and evaluation of the course, which must of necessity raise questions about methodology.

In some schemes, mentors also run some of the college-based sessions or tutors carry out 'their recent and relevant teaching experience' in one of the

partnership schools. Valerie Stone's chapter suggests a number of other ways in which schools and institutions can share in each other's work. Over and above these opportunities, some institutions have also explored the potential of curriculum development projects as an effective context for sharing ideas. The projects, often run in collaboration with the LEA, are based on the perceived needs of the teachers - the focus may be flexible learning, for example, differentiation, information technology or pupils with special educational needs. The project teams are usually made up of the tutor, two trainees and an experienced teacher. Because the tutor shares in the planning, teaching and discussion of the team's work, both mentor and tutor have a real context in which to exchange their specific skills and insights. Apart from the increased trust and respect for each other that will feed back into the planning and running of the course, there are other benefits of such collaborative work.

Benefits of the approach

This sustained contact with a small group of schools provides them with regular opportunities to refresh their classroom experience through full participation in a subject team's teaching, observation and discussion. They are required to address real questions about actual pupils' learning for which they share responsibility.

(Everton and White, 1992)

FOR THE TEACHER

They can draw on the tutor's wider knowledge of developments nationally, their background in the relevant research area and their skills of analysis. With the support of a team they can often develop ideas into actual classroom practice which single-handed would have remained under the 'We should be doing...' worry. In addition, they can acquire the skills of action-based research that will allow them in the future to evaluate new developments on their own with confidence. It is not just the trainees who need the opportunity to develop as 'reflective practitioners'.

FOR THE MENTOR

FOR THE DEPARTMENT

The emphasis on classroom evaluation has brought an increased number of staff into this activity and has helped them to think more deeply and more objectively about their own teaching. This has helped in the development of a more reflective culture in the school.

(Everton and White, 1992)

FOR THE TRAINEES

They can see that there are no 'easy answers', no fixed routines to good teaching and that part of being a teacher is a commitment to questioning and developing their own practice.

Watchpoints

1

Tutors, like mentors, have limited time. It can be helpful if a group of neighbouring schools adopts the same project, so that joint meetings can be held and materials shared. Alternatively, the tutor works with one school at a time.

2

As with all action-based research, the participants need to be clear about the aims of the project and how it will be evaluated.

3

It is helpful if there is a tangible outcome to the project in the form of a written report, a handbook or a set of guidelines and materials.

Providing a model and recognising the skills - trainee/trainee relationship

Both team-teaching and curriculum development projects suggest, by implication, ways of improving the quality of relationship between the trainees. Both are based on the

principle of collaboration. If trainees see mentors and tutors working together in an open and honest way, if they share in the planning of the teaching and the evaluation of a lesson with the mentor, then they are more likely to work supportively with each other and invite positive criticism. For this to happen, however, they will need regular opportunities built into their timetables to plan and teach lessons together throughout their school-based work.

They may want to establish with each other similar 'ground rules' to those outlined earlier for the mentor and trainee. These may include:

- discussing how to reconcile their preferred styles of working (does one like to have everything organised weeks in advance and the other tend to leave things to the last minute?);
- discussing when and where to meet outside school time;
- discussing when and how to provide feedback in a non-threatening way.

Both mentor and tutor can use tutorials to review and comment on the trainees' ability to work collaboratively and there are strong arguments for including it in the profile of teacher competences. Unless it is formally recognised and valued, there is a danger that the skills involved will have little or no status.

This leads us on to consider some of the problems of assessment within the partnership scheme.

The notion of assessment (see also Chapter 3) fits uneasily with this kind of collaborative atmosphere in school and yet there is no denying the importance of deciding whether a student is or is not competent enough to be exposed to the thousands of pupils a teacher may teach in the course of her career.

Assessment

We have seen in Chapter 1 how many institutions are currently developing a profile of teacher competences, so there is at least a shared view between mentors and

tutors about the criteria by which the student will be judged. The dialogue between school and institution to agree on the profile provides another useful context for reaching a consensus on 'good practice' and on what is and is not realistic to expect of the student by the end of the year. A further advantage of the profile is that it allows the trainee to assess her own strengths and weaknesses as she moves through the course (see examples on pages 54/55), which can be discussed both with the tutor and the mentor.

THE VALUE OF A PROFILE OF TEACHER COMPETENCE

While the profile clearly has a vital function, it still does not solve the problem of how the mentor's role shifts from being predominantly a supportive one towards making final decisions regarding pass or fail. Some institutions tackle the problem by ensuring that it

is a mentor from another school who supervises the trainee on teaching practice. Others stress in their mentor-training sessions that from the outset the mentor in school shares with the tutor the responsibility for giving the trainee clear signals about how she is progressing. Initially, these signals will be given in a way that recognises that the trainee has only just started the course and that the problems are understandable. Feedback on the trainee's progress may arise quite naturally out of the evaluation of the team-teaching undertaken together. The trainee may comment for example that the pupils did not seem to engage in the information-gap activity very readily. The mentor can then raise the issue of the importance of giving clear instructions. In these initial discussions the mentor will help the trainee to identify clear priorities for herself, for example that it may not be sensible to worry too much about setting appropriate homework until she has managed to prevent the pupils from climbing out of the windows! A successful trainee, with the help of the mentor and tutor, can gradually set herself increasingly ambitious goals. In that sense there can be a spiralling relationship between the evaluative and supportive role, each feeding into the other. If the same problems persist, however, the mentor needs to alert the tutor at an early stage so that together they can agree on what should be done, by whom, when and how.

Moving from a supportive to an evaluative role

In this kind of arrangement, mentors may need initially to draw on the greater experience tutors have of working with students. Videos of former trainees 'in action' shown at mentor-training sessions can help to clarify what the student should be expected to achieve.

The cycle of supervision

Discussions need to take place about the whole cycle of supervision and some of the implications it raises for the relationship between mentor and trainee and indeed tutor and trainee. The cycle can be summarised under the headings in a chapter of a useful book by Rowie Shaw (1992):

- planning the observation;
- choosing the focus;
- observing the lesson;
- setting targets;
- recording the observation;
- giving and receiving positive and negative feedback.

There are a whole range of factors to be considered under each heading;

- does the mentor simply tell the trainee what she thinks or does she encourage the student to reflect for herself on how the lesson went?
- do trainees in the early stage of the course need help in identifying an appropriate focus for the observation?
- how does the mentor record what she sees - real observable facts, inferences, personal comments?
- given Shaw's assertion that '*The quality of the feedback is the single most important factor in improving performance*', how does the mentor comment on a particularly disastrous lesson in a way that does not threaten the trainee?

In making explicit some of the complex issues to be resolved and in talking them through with the mentors, tutors may find that their own practice in lesson observation can be improved. Whilst the complexity of the whole area of assessment needs to be acknowledged and discussed, it is worthwhile pointing out to mentors that holding on to this kind of tension between supporting and assessing learning is something they already manage very successfully with their pupils. It is also an essential skill in working with inexperienced teachers or implementing teacher appraisal and a further source of their professional development.

Conclusions

The demands of moving towards more school-based training are confronting schools and institutions with a host of problems from the financial to the administrative. In the midst of these problems we should not lose sight of the fact that partners are people and that any partnership schemes need to provide a carefully structured framework where

they can work together as a team, each respecting and learning from each other's experience and understanding. There is clearly much work that needs to be done but ensuring positive working relationships is too important to be left to chance.

Things to think about

1. Take a lesson from a typical topic (shopping, leisure activities) and break it down into identifiable 'slots' for team-teaching.
2. Devise a form that could be used to establish 'good practice' in modern language teaching and record the 'ground rules' agreed between mentor and student.
3. List some of the likely areas of tension between mentor and tutor in defining 'good practice'. How could the tension be resolved?
4. Apart from an individual's interpersonal skills, partnership may need to take into account the wider political implications of personal relationships. What may need to be considered if the mentor/tutor comes from a different religious, social or ethnic background from the trainee?
5. Refer back to the case studies in the chapter on 'Profiling competence'. In what ways could the suggestions in this chapter help to resolve some of the dilemmas?

Appendix

Trainee self-assessment (open-ended)

Generally, I feel that in this first stage of the course I have gained an awareness of why various issues in language teaching are important (such as those associated with task two) and have begun to reflect on them and come to some provisional conclusions. I have found the school-based session very helpful in reflecting on lessons and I think I have made progress in 5.1.1, in that I have moved beyond the anecdotal to start to identify how activities and timing can be improved. I recognise the importance of differentiation and have made a start in understanding ways of tackling this (2.4.2).

I am aware of the importance of *meticulous lesson planning*. I see how even 'simple' tasks may be misunderstood by pupils if not explained clearly. However, I have found grappling with actual lesson planning difficult. It involves a whole new way of thinking. I don't feel confident in identifying a wide variety of activities for plans and I feel daunted by creating my own materials (2.3.3/2.3.4). I have therefore identified this as one of my learning objectives.

There are many practical skills which I have not yet practised, such as using the OHP, video, tape recorder, etc as I have done a lot of lesson observation. I have to practise these skills during the block fortnight and in the remaining Wednesday sessions. However, I am grateful to have had the opportunity to observe and reflect on lessons with my mentor Sylvia and with Andrew. This has fitted in with my own learning style. As I move on to 'learn by doing', I will be able to teach with a far greater awareness of what is involved than I had at the beginning of the term and will, hopefully, be able to reflect on my own practice (6.2.6).

Although I was familiar in *theory* with the approach to teaching and learning adopted on the course, I was unfamiliar with it in practice and have found it quite challenging. I have found the strong emphasis on group work and talk quite hard at times as I like working alone and taking time to think before being asked to respond. However, I have also greatly appreciated and enjoyed the discussions with tutors, mentor and students both in and outside the classroom and do see the value of these in learning to be a teacher.

CATEGORIES	PROGRESS	PRIORITIES
1. Knowledge of curriculum areas and the learning context	Have taught, team-taught Yrs 7-11 in Fr. + some but have not had sole responsibility for planning. Have seen how flexible learning can be done in other subjects as well as languages have not introduced this yet. Shocked at how little pupils understand in TL, so have reduced use of it for time being.	<u>Resources</u> : Making full use of IT, Bibliobur etc. 2.2.3, 2.2.5 Provide dictionaries. <u>Flexible Learning</u> : Take steps towards setting this up. <u>GCSE requirements</u> : Need greater familiarity with this.
2. Planning for pupils' learning	Timing + Pace have improved, but I still find that lessons always end too quickly. Realise that I have not ventured to use the whole range of resources available. Always bear in mind that pupils are of mixed ability/skill/may finish early.	<u>Schemes of work</u> : Attention to long-term planning 2.2.1 <u>Imagination + Attention</u> : Keeping material interesting + effective. 2.2.2, 2.2.3 <u>Autonomy</u> : Allow for and reward pupils capable of autonomous learning. 2.2.1
3. Management of pupils' learning in the classroom	More confident + effective due to learning of names + familiarity with classes. Have greater all-round control, possibly due also to feeling that lesson planning has improved and I am able to keep eyes on the class whilst teaching. So far, no major disruptions!	<u>Ground rules</u> : Setting clear boundaries 2.3 <u>Differentiation</u> : Catering for all from SEN to high achievers. Has to stretch whole class.
4. Assessment and evaluation of pupils' learning	Have assessed speaking and marked HWK tasks, done GCSE speaking papers. Am constantly reflecting on how much pupils have learned but regret that have not implemented self-evaluation sheets. Pupils have marked own worksheets though.	<u>Creation of evaluation sheets/records</u> - set up pupil assessment records for monitoring own progress. <u>Unit/End of Term Assessment/Exams</u> . Awareness of + planning for these.
5. Evaluation of own teaching	Continue to discuss teaching + planning with mentor, partner and other students. Try to take past mistakes into account when planning new lessons + materials. Lesson materials + content from less of a problem now.	Keep a diary of progress / record of materials + plans. Discuss in detail regarding lessons taught, success, improvements etc.
6. Professional qualities and relationships	Feel that I have integrated well into school: using school systems, finding out about school library, Pastoral care. Lots of deputies. Attended term periods, have tried to project self as a member of staff so pupils don't keep referring to me as the student! ~~Involved in dept meetings.~~	Getting to know all pupils in all classes - Take part in social events, parents meetings, tutor periods, out-of-school activities, school meetings. - Spend time with learning support - Read up on NC, issues and methods.

Whither... ?

CHAPTER 5

The first year in teaching

by Ewen Bird

Much of this concluding chapter is based on information taken from questionnaires (see Appendix 1, page 66) completed by newly qualified teachers (NQTs), followed by discussions with them and with both heads of department and professional tutors within schools. It aims to look at the particular needs of the NQTs and ways in which the school can support them and build on their strengths in a way that is consistent with the notion of the development of the reflective practitioner. Experience gained from school partnerships in ITE can help the quality of the induction programme.

The Administrative Memorandum 2/92 (see Appendix 2, page 69), issued by the Department for Education in August 1992, sets out clear guidance for schools on the induction of NQTs before and after taking up their appointment. It emphasises the need for a mentor, for the observation of and by experienced colleagues, for visiting other schools, and for opportunities to discuss and share experiences with other entrants to the profession; it also underlines the specific role the LEA can play in supplementing the provision arranged by schools. This memorandum sets out the beginnings of the process of continuing professional development which builds on the groundwork of the initial training.

The preceding chapters have concentrated on the training of language teachers in the competences necessary for good practitioners. The induction process, however, looks at a much broader canvas and should aim to turn this relatively raw material into a more complete teacher. All members of the profession should regard themselves as teachers first and foremost, members of a corporate body (the school), and subject teachers second, with a concern for the overall cognitive development and the pastoral well-being of pupils. The skill to be a good practitioner is obviously of the highest importance and only sound basic training can give the essentials for this, but being a good teacher implies many other aspects which come from close contact with the school, experienced colleagues and children. The need for a rapid and comprehensive induction programme is underlined by an examination of the apprehensions of

NQTs about their first contact with their school and their later perception of how well their PGCE course prepared them for the shock of total immersion.

The majority of teachers entering the profession during recent years express a satisfaction with their training in methodology, feeling confident that they are able to perform adequately, if not better, in front of a class of children. However, almost all found that a number of the theoretical sessions in the PGCE course on education were of little practical use. This comes as no surprise, given the main apprehension of NQTs concerning the practicalities of dealing with groups of pupils. However, in their later careers, many may well revise this opinion as they approach either senior posts or research; practical approaches to problems and solutions within schools must be underpinned by a theoretical knowledge which, at the beginning of a career, may seem less than relevant. The reflective practitioner cannot be so without some awareness of theory and of a whole school approach.

What will I do if ...

For nearly all NQTs questioned, teaching practice was classed as the single most useful aspect of their course in preparing them for full-time teaching. This again is hardly surprising, but there are implications here for future developments in ITT, since it was emphasised that the usefulness of teaching practice as a preparation depended often on the quality of the school and the mentor. One young teacher questioned felt disillusioned and underconfident, emerging with a low self-image at the end of her course, because of poor guidance and support during her teaching practice. The need for partner schools to provide quality input and support for the students attached to them will be paramount.

Other uncertainties felt on approaching their first appointment ranged from 'everything', 'being hated by children', 'being permanently tired and no social life' to 'problems of discipline', 'assessing pupils' work', 'dealing with admin', and 'being a tutor'. Added to this was a general unease about coping with systems within the school. Many of the NQTs felt that more time could have been spent during their PGCE on some of these issues and it is evident that the perceived gaps in their training (in pastoral care, the tutor role, dealing with general administration, time-management and a knowledge of school systems) are areas with which the school must deal in the induction provision as well as giving continuing subject specialist support.

The circular from the DfE, the administrative memo 2/92, gives a clear indication of the documentation which a NQT can reasonably expect from the school before taking up his or her appointment in order to lessen the feelings of uncertainty as, indeed, such information can do also for the trainee teacher.

The school needs to...

The first useful support which a school can give a new appointee is detailed information about its organisation, management, policies and resources.

Most NQTs come to a school, albeit with certain apprehensions, nevertheless with a degree of confidence which should be built upon. Teaching practice has given them the knowledge that they can probably manage most classes at least reasonably well, most have got on well with pupils, particularly the younger ones, and they have a confidence in using the target language at all levels. It is important, therefore, that this confidence is not undermined by a department setting its expectations of the NQT too high. All good teachers continue to learn about their trade until the day they retire and the NQT has only just set out on this path. A recent survey of heads of departments within an LEA on the expectations of the, then, probationary teacher, showed an understanding of this, as their requirements were modest. They expected subject competence, a reasonable degree of control and a basic grasp of methodology, looking for potential rather than the formed craftsman. They felt that classroom management to enable efficient group and pair work, using a range of equipment including IT, differentiating the level of language work appropriate to the ability of the group or individuals within the group, developing a range of imaginative materials, could be improved or taught by observation and experience; they were much more interested in evidence of an open and imaginative mind, a desire to work within a team of teachers and a liking of children.

Nevertheless, the governors of a school need to be assured about the competence of a NQT and assessment will be made at times during the first year of teaching. It is not easy to be precise about the qualities of competent teachers at this stage of their careers, but, in a booklet issued to all NQTs by Wiltshire LEA, it is suggested that they should be assessed against:

- professional competence:
 - subject competence;
 - classroom organisation, planning and management;
 - teaching skills - presentation and content, questioning, use of varied teaching and appropriate assessment techniques;
 - understanding individual pupils' needs and matching learning tasks appropriately;
 - use of resources.
- relationships:
 - the ability to establish appropriate relationships with pupils;
 - readiness to establish appropriate relationships with colleagues;
 - willingness to seek advice and receptiveness to advice when given.

Obviously, this is a daunting list which could also be used as a basis for the assessment of even more experienced teachers; the newly qualified teacher

cannot be expected to show a high degree of skill in each of these areas. What is more important, as the heads of department implied, is to show a basic knowledge of these areas and to indicate the presence of the potential to become a skillful practitioner within them.

However, the questionnaires showed that during the first term, there was a number of important areas with which the NQT found difficulty and needed help. Discipline was an obvious one, especially with less motivated older pupils; ascertaining the ability of pupils and pitching lessons at the right level, as well as dealing with mixed ability also came high on the list; assessment and the keeping of records caused heartache for some, as, too, did keeping up with marking. General administration 'peripheral to teaching', dealing with the demands of a tutor group and parents' evenings gave some worry, but an overriding concern was that of time, or rather the lack of it, and how this might possibly affect their life away from school.

Clearly, support within these areas should be forthcoming and some schools are paragons of virtue in this respect. Difficult pupils are removed and given to more experienced colleagues, a professional tutor from within the senior management team meets regularly with the NQTs to discuss whole school issues and the head of department is consistently supportive. These schools are likely to have regular department meetings where a range of issues are discussed and there will be clear and consistent policies for the general conduct of the school.

However, the fact remains that there is a need for increased support for the new teacher, which should come from the senior management as well as the head of department. Further aspects in which support could be given are:

- explanation of the range of school policies;
- dealing with parents;
- access to in-service training and future professional development organised by outside agencies, e.g. LEA or ITT;
- help with differentiation;
- help with lesson planning;
- advice on assessing pupils' work and interpreting the departmental policy on this and other matters;
- help in finding and using resources;
- help in producing appropriate materials;
- advice on managing group and pair work.

Again, although this list is full, it is what a good school and department would be doing for all its members as a natural part of meetings and discussions both as a group and with individuals. However, time should be made for this and support for NQTs seen to be the important aspect of school life which it

deserves to be. Certainly, this creates problems, for teachers are busy and never more so than at present. A head of department remarked recently *'I can be the ballerina or the choreographer, but I find it difficult to do both full-time!'* There are, therefore, financial implications as well as temporal, but if worthwhile support is to be given, then there has to be adequate resources and funding to enable it to take place.

This will be even more relevant with the greater involvement of schools in initial training and there will have to be a clarity about what can be delivered by the school and what by the ITT, as well as by the LEA or their agencies. The day-to-day 'nuts and bolts' training should clearly be situated within the schools, but the ITT mentors should have a wide range of experience to enable a broad view of approaches and practice to be given. They have a role to introduce the theory which must underpin good practice and to show the importance of research and its effect in the classroom. With the NQT, and perhaps even with initial training, a good advisory service also has a role to play, since the adviser will know the schools and the teachers in a specific area, can advise on worthwhile observation, can set up local networks for sharing ideas and, in the case of NQTs, for mutual support. He or she can give unbiased opinions on the quality of teaching and, as an objective, experienced observer, can give a different, but equally valid, kind of support from that of the school. One further issue should, perhaps, be mentioned which embodies co-operation between school, LEA and an ITT. It is that of the licensed teacher, whose training is wholly 'on the job', but, while teaching for a majority of the week, must be shown to be having a similarly rigorous and broad training schedule as the PGCE student together with the support given to the NQT. An example of such a scheme, developed by Wiltshire for schools within the area wishing to employ a licensed teacher is included in Appendix 3.

As well as advice, NQTs should have the opportunity to see experienced teachers in their own school and to visit other schools where good practice takes place, not only in their subject area, but in other aspects of the curriculum, such as active learning, drama and social and personal education. Teachers have a well-known reticence about being watched, perhaps because, more than in many other professions, there is an element of performance about a good lesson and the watcher is always judgemental, but this feeling should be overcome and indeed, all teachers within a department should spend time in each other's classroom. Again there are implications in this for time and funding, but it is an essential part of the continuing training of teachers to see and to be seen. Linked to this, the value of the LEA in supporting observation of the NQT should not be missed. All teachers answering the questionnaire emphasised the value of visits from an outside objective 'expert' in the form of either the curriculum support teacher (advisory teacher) or of the adviser and, unfortunately, in some cases, this was the only observation they had had. Occasional subject meetings after school for NQTs from a wide area to come

together to discuss both high and low points were also appreciated and such support groups need to be offered to supplement the schools' own induction.

Although the first year of teaching is never easy, it usually brings its rewards as well as its troubles; an increased degree of self-knowledge and a greater realisation of strengths and weaknesses are the outcomes of reflection on practice, and it is upon these that further professional development should be built. The high points of the first year all tend to centre on positive pupil reaction: *'My high point was when a kid said he really enjoyed the lesson'* and *'hearing year 7 speak the foreign language, even outside the classroom'* or *'having some wonderful classes who found languages fun.'* It is good to bask in these comments, but it is also important for the teacher to analyse why children react in these ways, because this is evidence of good practice to be developed.

During my first year ...

On the other hand, the low points were, as could be expected, mainly to do with confrontations with difficult pupils and general discipline problems. *'Being ignored by pupils - they carry on talking after I've told them to be quiet'* or *'classes at times so restless and unco-operative that teaching anything at all seemed a ludicrous ambition'*. Lack of time to deal with what is seen to be an overload of paperwork, or having a long and boring year team meeting dig into precious preparation time were other difficulties experienced, all made worse at times by having to face them while feeling ill. In the rush and hurly-burly of everyday school life with its inevitable pressures, it is all too easy to forget that these pressures are exacerbated for the NQT and the sensitive head of department will be aware of this.

When reflecting on their first year, most were developing a clearer picture of themselves personally and as teachers, with a sense of realism tempering their earlier approach to the job. *'I have learnt to be more realistic than during my PGCE year'* and *'I know now that I can make what I want of the job.'* Although some made negative comments such as *'I don't think I'm very good'* and *'Don't let them grind you down!'*, the majority saw their year progressing in a much more positive light. *'I have learnt that I have the calmness, persistence, humour and organisational skills to succeed'* and that, interestingly, *'I've found that I'm more flamboyant than I thought.'* The tenacity to stick at it and succeed was a quality that several had discovered, together with a developing sense of proportion, an essential element in dealing with young people, while *'having fun, but being in control'* emphasised the mature realisation that good discipline and control does not mean dry and boring lessons.

At the same time weaknesses had been realised, such as lack of organisation, taking things too personally, bad time management, not enough rigour in the classroom and a tendency to use too much English. These, in fact, are weaknesses to which many teachers would own at times, and are the very areas

which experience will improve if linked to a sensitive and thorough induction programme. There was a general realisation that teaching a full timetable was more physically tiring than had been imagined and that the PGCE did not prepare fully for the real pressures of the job, something which the new arrangements may improve. However, in spite of these difficulties, many would agree with a last comment that *'I've found teaching difficult and demanding, but extremely rewarding.'*

Case studies

A school and LEA approach

All newly qualified teachers appointed to a school maintained by Wiltshire LEA will receive a booklet, *Your introduction to teaching in Wiltshire*, whose aim is to give a range of information on what the NQT can expect during their first year of teaching. Besides giving information on the county and its education service in general, it outlines the school's responsibilities, including the appointment of a mentor and his or her duties and the information which should be sent or given upon appointment. There is also the opportunity for a NQT to spend up to a week in the school during the latter part of the preceeding summer term, with financial support available from the LEA.

The general outline of induction programmes is given with a list of the possible issues to be discussed and it is stated that this is the beginning of professional development. It is recommended that, after a settling-in period where strengths and areas that need development have been identified, a personal development plan should be drawn up (see Appendix 4), which will provide a focus for further development and discussion. The role of assessment during the first year is explained and examples of criteria which will be used in this assessment are given.

The LEA's role in helping to support NQTs is outlined and shown to be one which complements that of the school. Advice and support is given firstly by visits of the advisory service and secondly by an induction programme which is based in the three areas of the county. Three days release from school are allowed for these activities which are on general educational and methodological themes. Further time will be spent on subject specific matters. In languages, the adviser will organise a county-wide day for all NQTs to discuss their year and to consider aspects of classroom practice, while the curriculum support teacher will arrange local meetings after school to look at specific items of concern and will also visit on several occasions throughout the year.

This programme supplements that of the school, but the most important aspect of induction remains with the school. The success of the induction depends upon its quality. In Sheldon School, Chippenham, responsibility for all new staff is taken by a deputy head who arranges meetings throughout the first term for all NQTs as well as seeing them individually. The school has developed a reputation for sensitivity and quality in staff relationships. The induction programme is given to all new teachers and its stated aim is to ensure that they become familiar with the policies and procedures of the school, with emphasis being placed on its 'team' approach. Meetings are held weekly in the Autumn term and then afterwards as required; some typical agenda issues are:

- Registers; tutoring; mentor programme; professional tutor's role; staff handbook; notice-board; communication procedures; collective worship.
- Office procedures; discipline policy; statutory duties; union membership; absence from school; school rules and folklore; homework; medical problems.
- Resource centre; records of achievement programme; emergency procedures; school evaluation; academic progress review.
- External agencies; role of teacher i/c EBD pupils; cover list.
- Strategies for difficult children; relationships - staff/pupils, staff/staff; primary liaison; health and safety.
- Parents' evenings; lesson observation; marking and preparation; county support.
- Management of time; special needs department; child abuse; role of governors.
- Catchment area; school hierarchy; teaching styles.
- Meeting with previous year's NQTs.
- Meeting with senior management team - question and answer session.

An agenda is issued each week, selecting from the above list, but the opportunity always exists to discuss unexpected or problematical items, individually or collectively. Within the school, the head of department has delegated responsibility for professional development in the subject area.

This overall programme demonstrates what a school can offer which other agencies cannot. It can set up a programme which deals with most, if not all, of the worries and apprehensions mentioned by the NQTs in the questionnaires, can develop strengths and support problematic areas and can work with the LEA to supplement their programme, making it more comprehensive and objective.

An NQT's view

Debbie completed her PGCE last year and was appointed after her first interview for the following September. The main reason for her being attracted to the school was that during her visit she was able to observe lessons and what struck her was *'the fact that teaching and learning was going on rather than the crowd control and confrontation of my TP school'*. She had received information from the school in July, but she still felt apprehensive about being a tutor, finding resources and teaching older pupils, as well as a general worry about the operation of systems within the school. At the time of writing (November of her first term), keeping up with marking and planning ahead have developed as the main worries. She has had sound support from the school, with weekly meetings, together with *'great support from the head of faculty and other colleagues'*; one day of county INSET has supplemented this, with two more days planned over the following two terms, plus local meetings arranged by the curriculum support teacher when she met with other NQTs in the area and was able to discuss approaches to creativity. Debbie has also developed her own network of support by using the telephone to keep in contact with other NQTs from her PGCE course. She has been observed by her head of faculty, by the county curriculum support teacher and by the county adviser. In the latter observation, she showed herself to be lively, used sound methodology, had a good relationship with pupils, was open to suggestions and had the ability to be critical about her work. She has yet to visit other schools, but the deputy head has these visits in mind for later in the year. Her apprehensions about resources were unfounded: *'Environment is great! I have all the space, equipment and resources I need.'* A very positive statement, but she does add *'admin and parents evenings take their toll'*, however, showing the other side which is sometimes ignored - that of pressure of time.

Having a modicum of experience, Debbie has now realised that she is more mature than she thought and can come to terms with most situations, even that of familiarity with pupils outside school: *'it was difficult to get used to seeing pupils in every shop and street in town: I was reluctant to venture out at first as it was weird being mobbed or obviously shunned at every turn'*

Debbie's natural competence has been enriched by the opportunities offered by in-school support and the LEA induction programme to reflect on her experiences and practice.

Several years ago, Dr Bob Powell (University of Bath) asked a group of year 9 pupils, working in pairs without discussion with peers or adults, to give their views on the qualities of the good language teacher. Their replies were salutary and some showed a degree of perception often present in 13-year old pupils. In discussing the first year of teaching, it would, perhaps, be apposite to quote several of their opinions here as things we should not forget. They said:

And to finish...

- He/she should have patience and take into consideration that not everyone is as quick as everyone else.
- He/she should make the lessons as interesting as possible and try to make them fun.
- He/she should treat the pupils as if they were adults.
- He/she should not be too soft, but should be quite firm.
- He/she should not show favouritism or praise one person in particular too much because it's not fair and very embarrassing.
- He/she should not smoke in school because you can smell it. He/she should suck a lot of polos to disguise his/her breath or give up smoking.
- He/she should not take out anger from the previous class on the present one.
- He/she should not set homework on days when it is not on the timetable.
- He/she should be good-tempered towards the class and not take out his/her personal anger on them.
- Teachers should not be in teaching for a long time!

The last comment must ring bells of agreement in many people! In fact, it is a perceptive comment, for what they are really saying is that the good teacher should continue to maintain a lively interest in children, keep aware of their needs and care about them. Once that has gone, so too has the sparkle of teaching. Keep it there and teaching will remain time-consuming and demanding, but rewarding.

Appendix 1

Newly qualified modern languages teachers

I would be most grateful if you could find time to complete the following questionnaire. Confidentiality will, of course, be observed.

A. The PGCE course

1. Would you say teaching methodology was central, reasonably important or peripheral in your course (excluding teaching practice)?

2. What was the most useful part of your course in relation, so far, to your first year in teaching?

3. What was the least useful? _____

4. How well do you feel your PGCE course prepared you for your first year of teaching?

5. Do you feel your PGCE course could have been improved in any way?

B. The first year

6. Was your present post the first you were offered? _____
If not, how many previous interviews did you have? _____

7. Was there anything which particularly attracted you to your school?

8. How long before September did you receive documentation (e.g. time-tables, handbook, etc) from the school?

9. What did you feel unsure/apprehensive about at the start of the school year?

10. What areas did you feel you needed help with?

11. Where were you most confident at the beginning of the year?

12. What are the main difficulties you have faced so far?

13. What support have you had so far to help you with the above?

a) from the school

b) from other sources

14. Do you feel your workload and working environment is acceptable? Please specify:

15. Have you been visited in your classroom by other people? Who, if any?

16. Have you watched other teachers teaching? _____

17. Have you visited other schools?

18. What, so far, have been the:

a) high points? _____

b) low points? _____

19. Do you now have a clear picture of your aims and objectives as a language teacher?

20. What do you think you have learnt so far:

a) about yourself? _____

b) about being a teacher? _____

21. What INSET or support would you find useful in the next twelve months?

22. Towards the end of your first term, what do you think are:

a) your strengths to build on? _____

b) your weaknesses to correct? _____

23. Additional comments: _____

Thank you for your time and co-operation.

Appendix 2

Administrative Memorandum 2/92

11 August 1992

ANNEX A**Guidance on induction of newly qualified teachers (NQTs)****Introduction**

1. Local education authorities and governors of maintained schools, grant-maintained schools and non-maintained special schools may wish to give all NQTs, and all those involved in the operation of induction in their schools, a copy of this guidance.
2. It would be helpful if all those having responsibilities for the induction of NQTs were made aware of the findings of the HMI report *The induction and probation of new teachers 1988-1991* (Reference 62/92/NS) which was published in March 1992.

Suitable appointments for NQTs

3. NQTs should be given an opportunity to demonstrate their proficiency in teaching classes of a size normal for the school in which they teach and the subject(s) they are teaching.
4. NQTs should be appointed to posts which are closely related to the age group and subjects for which they have been trained. This information is specified on the letters granting qualified teacher status (QTS) to those successfully completing courses of initial teacher training (ITT) or a period as a licensed teacher. Their assignments should also take account of their experience.
5. Governing bodies and others responsible for the appointment of NQTS should try to ensure that their first teaching posts enable a reasonable assessment to be made of their conduct and efficiency as teachers and for their needs for further training to be identified and met. This is particularly important where NQTs are appointed to temporary or short-term posts.
6. The following types of posts are not generally suitable for NQTs, but if they are appointed to such posts particular care should be taken to give them adequate induction and, where necessary, special support:
 - posts which present unusual problems of discipline or teaching techniques;
 - supply teacher posts (particular care should be taken to ensure that a regular timetable is allotted to NQTs appointed to such posts);
 - peripatetic appointments, because they do not provide a stable setting in which the NQT can develop or consolidate his or her skills.

Assistance for NQTs

7. Special provision may need to be made for overseas trained teachers and those acquiring QTS through the provisions of EC Directive 89/48/EEC: induction programmes designed for NQTs trained through ITT courses in British institutions are likely to be suitable for such teachers.
8. Before taking up appointment the following should be made available to the NQT:
 - i. the opportunity to visit the school to meet the headteacher, the head of department where appropriate, and fellow members of staff;
 - ii. information from the school in the form of a staff handbook or similar document giving useful facts about the school's curriculum, organisation and management, staff structure, staff training and development policy, discipline, extra-curricular activities, relationships with the local community, and other relevant information;
 - iii. adequate notice of the timetable to be taught;
 - iv. all curricular documents, including statutory documents relating to the National Curriculum, relevant to the subjects he or she will teach;
 - v. information about equipment and other resources available for use, including information technology;
 - vi. information about support and supervision provided by the school and, in the case of LEA maintained schools, any additional support provided by the LEA.
9. After taking up appointment, the NQT should be able, so far as is practicable:
 - i. to seek help and guidance from a nominated member of staff who has been adequately prepared for the role, and from the head of department where appropriate;
 - ii. to observe experienced colleagues teaching;
 - iii. to visit and observe teaching in other schools;
 - iv. to become aware of the role of their school in the local community;
 - v. to have some of their teaching observed by experienced colleagues and/or LEA advisers; to receive prompt written as well as oral feedback on the teaching observed; and to receive advice as necessary;
 - vi. to have regular discussions and opportunities to share experiences with other NQTs; and
 - vii. in the case of teachers in LEA maintained schools, to attend meetings of NQTs organised by the LEA.
10. In the case of teachers in LEA maintained schools arrangements made by LEAs for the training and support of NQTs should supplement not duplicate provision by schools, to provide maximum benefit for the NQTs.
11. LEAs should have monitoring and reporting procedures which seek to ensure that all NQTs in schools maintained by them are known and adequately supported.

Appendix 3

The outline of the Wiltshire scheme

The general outline of the scheme for modern languages devised in Wiltshire aims to:

- give a satisfactory basic knowledge of general educational theories;
- give a first-hand experience of a range of primary and secondary schools through a series of visits;
- familiarise the licensee with the daily routine of a comprehensive school;
- familiarise the licensee with the concept of the pastoral care system and of its demands;
- allow for observation of teaching both in the subject specialism and in other areas of the curriculum;
- impart a sound knowledge, by discussion, INSET and observation, of modern languages teaching methodology;
- demonstrate the resources, including IT, used in the teaching of modern foreign languages;
- extend knowledge of assessment, both classroom-based and external.

In order to fulfil the necessary requirements as set out above, the essential elements of the training scheme are:

a) Supervision

- the school will appoint a 'mentor', whose role is one of pastoral care, discussion leader and supervisor/evaluator of work done in the school.
The mentor should also observe an agreed number of lessons and discuss planning, content and outcomes with the licensee.
- The licensee is required to keep a record of work done during the period of the licence. This will be the basis of 'evidence' to the DfE and/or governors if required.
- Support for methodology and classroom practice will be provided by the curriculum support teacher who will meet with or visit and discuss lessons with the licensee. Some meetings may take place in the county modern languages resources centre and their frequency may be increased whenever necessary.
- The county modern languages adviser will visit once a term to monitor and evaluate progress. He is also available to advise on any problems which may arise.
- The mentor should write a short report at the end of each term which comments on work undertaken by and the general progress of the licensee.
- Shortly before the end of the period of the licence there will be a visit from a modern languages tutor from a teacher training institution for external evaluation.

b) School visits and observation

- Visits to a number of secondary and primary schools should be arranged, for preference during the first four weeks of the scheme. A suggested number of schools is four secondary and two primary. As well as modern languages, other

areas of the curriculum and different learning styles (e.g. active learning) should be observed.

- If the licence is for two years, a further two schools should be visited during the second year, with each visit having a specific focus.
- Observation of lessons in both languages and other subjects in the licensee's own school should be seen as an ongoing part of the training.
- It is suggested that the observation sheet in this booklet be used as a guide for observing language lessons in order to give the exercise a focus.
- The licensee should keep a log of all visits, together with a short written report on any observation which should highlight points of interest and discussion.

c) General educational matters

- In consultation with the mentor, the licensee should read selected books/chapters from the material available in the Open University pack provided, considering in particular theories of learning and school organisation.
- This material should form the basis for formal discussion sessions with the mentor. Again, a log should be kept of all material read on the subject of general education, together with a brief resumé and a note of the main/interesting points. It is emphasised that not all of the OU material need be considered.
- During the period of the licence, opportunities must be given for discussions with heads of year/house, school co-ordinators for assessment, social and personal education, active learning and any other appropriate member of staff, depending on the organisation of the school. A note of these meetings should be made and placed in the licensee's work file.

d) Modern languages methodology

- Classroom observation and subsequent discussion with the mentor/other language teachers on their and on the licensee's lessons will form the basis for method work. (See section on observation above)
- This will be supported and developed in meetings with the CST, both in school and at the county modern languages resources centre.
- In addition, the adviser and the CST will run INSET courses (p.m. 1.30-6.00) as appropriate for all modern language licensed teachers as a group.
- A book list is attached. Licensees should make an effort to read those books marked as essential reading. A log of books read should be kept, again with a note on content, and placed in the work file.
- The licensee is required to produce *one extended piece of work during each year of the licence of approx. 4,000 words*. This short dissertation should link theory with classroom practice and be based on work done with the licensee's groups. This work will be seen by the mentor and the adviser and be available, at the end of the period of the licence, for perusal by the external evaluator, if requested.

The scheme will be co-ordinated by the county adviser for modern languages who will convene two meetings during each year of the licence (normally February and July) with the appropriate people involved in the training to ensure coherence of approach

and to note evidence of progress. The file of work will be available at these meetings as evidence of the ground covered.

This scheme has tried to be as comprehensive as possible, given the limitations of the licensee's position. Provision has been made for support both internally by the school and externally by the LEA, with regular monitoring of progress.

To this end, the LEA undertakes:

- to finance the release of the licensee from his/her duties in school for 0.4 FTE for purposes of study and observation;
- to finance the release of a mentor(s) for 0.1 FTE;
- to provide an Open University distance learning pack on general educational matters;
- to provide support and monitoring from the county modern languages adviser and the CST;
- to finance one visit at the end of the period of the licence of a tutor in modern languages in a teacher training establishment for purposes of external evaluation.

The school undertakes:

- to release the licensee from duties for 0.4 FTE for purposes of study and observation;
- to release a senior member(s) of staff for 0.1 FTE to act as mentor for pastoral care and to lead discussions on classroom practice and general educational matters. Meetings with the mentor will be on a regular weekly basis;
- to provide, within the school, a structured programme of cross-curricular and subject specialism observation and follow-up discussions, leading to a carefully monitored teaching programme;
- to arrange, in consultation with the modern languages adviser, a programme of visits to other schools for the observation of good practice both in the subject specialism and in a range of other curriculum areas;
- to observe, monitor and advise on the progress of the licensee.

It must be emphasised that the above scheme is based on a licence for two years for a licensee with no, or relatively little, experience of schools in the UK. As stated above, training must reflect the individual needs of each licensee and therefore should be adapted in the light of their experience and background, with many of the elements being curtailed or changed as appropriate. **However, what is important is to show that the knowledge and competences set out in the section 'Training for licensed teachers' are ably demonstrated.**

The above therefore is a general outline. Before, or at the beginning of the period of the licence, the mentor and adviser, with the licensee, will discuss the training content and make clear what is expected, if any different from the requirements set out in this section.

Appendix 4

Personal development plan

Date _____ Time from _____ to _____

Meeting between _____

Key points of discussion

Main focus for development

Plan of action to be taken

Negotiated review date _____

Glossary

Articled teacher

A school-based graduate trainee, spending part of the working week in a higher education institution following a substantial course in teaching methodology. The school and the HEI are jointly responsible for the progress of the trainee.

B.Ed

Bachelor of Education. A degree course combining education theory and methodology with specialist subjects, for the purposes of this book, a language or languages. A common route to qualified status in the primary or middle phase. Language content for primary-focused courses is only obtainable in a few HEIs.

CATE

Council for the Accreditation of Teacher Education. This body accredits *institutions* in the light of their ITT provision rather than their individual courses. It also provides guidance for implementation of ITT arrangements. See Introduction and chapters 2 and 3 for further reference to CATE's requirements.

DfE

Department for Education, formerly the 'DES'. Ultimately responsible for policy in all ITT matters.

HEI

Higher Education Institution. In the context of this book, always implies a HEI which provides initial teacher training.

Intern

Trainee taking part in the original school-based teacher training scheme devised by the Oxford University Department of Educational Studies. (see explanatory material pages 26/27)

IT

Information Technology. Used in the present work and not to be confused with ITT (q.v.)

ITT

Initial Teacher Training. Used as a convention throughout the book, though it is clear from all contributors that 'training' is frequently intended as synonymous with 'education'. The 'initial' element is included to distinguish the process from in-service and other forms of teacher training, though of course 'INSET' is a major concern of chapter 5.

Licensed teacher

A school-based trainee aged at least 24 years with a 2-years' previous attendance at a higher education institution whose current progress is entirely the responsibility of the school (subject to such support/guidance as may be provided by the LEA). The licence is granted for a period of two years, at the end of which the school may recommend the trainee to the DfE for QTS.

Mentor

A schoolteacher responsible for the teacher training programme as it affects the school. This term, like the term 'tutor' can be more precisely defined as:

Subject mentor

Where this is a class teacher or head of department responsible for methodological training of the trainee. The subject mentor will typically share classes with the trainee or trainees, handing over those classes entirely for a part of the training programme.

Professional mentor

Where this is synonymous with 'professional tutor' (q.v)

NQT

Newly-Qualified Teacher, usually denoting a teacher in the first teaching year following the award of the Qualified Teacher Status (q.v.). A term replacing the former 'probationary teacher', now that the earlier concept of 'probation' is now no longer in force. For the induction of NQTs, see page 77.

Profiling

- (i) identifying the qualities that should be developed if a trainee is to become a competent teacher, and
- (ii) building a record of progress or 'profile' of the developing trainee language teacher. The profile is typically constructed around categories of competence and entries may vary from the ticking of detailed competences to extended comment under broader headings.

PGCE

Postgraduate Certificate in Education. The most widely sought route to secondary qualified status; a one-year course followed by graduates, now required to take place 2/3 of the time in schools and 1/3 in a higher education institution.

QTS

Qualified Teacher Status, achievable by a number of routes, e.g. Degree followed by PGCE, B.Ed, Licensed Teacher Scheme, etc. Must eventually be held if a teacher is to practise in the maintained primary and secondary phases without a training or supervision arrangement being in force.

Trainee

Now used in official documentation to denote what was formerly called a *student teacher*. The terms are used interchangeably without any intention of emphasising training as opposed to education or vice-versa. (see also 'intern')

Tutor

One in higher education training institution responsible for the initial teacher training programme as it affects that institution, or a member of a school staff dealing with general issues. A tutor could be a:

Subject tutor (HE)

Responsible for the subject component of the trainee teacher's programme, i.e. supporting the development of language teaching skills in the classroom.

General tutor (HE)

Responsible for the professional component of the trainee's programme, i.e. supporting the development of non-subject-specific qualities in the trainee, e.g. understanding of the whole school issues such as cross-curricular skills, pastoral care, internal and external relationships. The general tutor would work directly with the 'professional tutor' (school-based) on periodic visits to the school.

Professional tutor (school)

Covers the same areas of concern as the 'general tutor' (HE) and liaises with the latter when they visit the school, often collaborating in a joint programme of induction and discussion of non-subject-specific matters.

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The book considers the implications of the new partnership between schools and teacher training institutions

Issues discussed include:

how to profile competence and what to look for

the principles and practice of establishing a framework for successful partnership

how trainees can best be helped to achieve competence

the interactive relationships of trainee, mentor and tutor

the responsibility for the continuing in-service training and support of the NQT

The book addresses not only teacher trainers, but also head teachers and their deputies, heads of language departments and/or mentors in those departments